

**T.C.**  
**MİLLÎ EĞİTİM BAKANLIĞI**  
**Ortaöğretim Genel Müdürlüğü**

**HAZIRLIK SINIFI BULUNAN**  
**ORTAÖĞRETİM KURUMLARI İNGİLİZCE DERSİ**  
**(HAZIRLIK, 9, 10, 11 VE 12. SINIFLAR)**  
**ÖĞRETİM PROGRAMI**



**Ankara 2016**

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## **PREPARATORY CLASS, 9<sup>th</sup>-12<sup>th</sup> GRADES ENGLISH CURRICULUM INTRODUCTION**

The main goal of the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum is to engage learners of English in stimulating, motivating, and enjoyable learning environments so that they become effective, fluent, and accurate communicators in English. Under the supervision of their teachers, learners can contribute to material and task design by bringing in self-prepared materials to the learning environment and act as decision makers/reflective individuals in their own learning.

Administrators' support is essential in applying the curriculum especially in assessment. It is of great importance for administrators to acknowledge the unique needs of English as a subject of study.

## LEARNING MODEL FOR ENGLISH PREPARATORY CLASS, 9<sup>th</sup>-12<sup>th</sup> GRADES

### Rationale Behind the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum

The teaching program for English 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 2<sup>nd</sup>-8<sup>th</sup> Grades English Curriculum (MEB-TTKB, 2013) have called for an update in the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum. In this sense, the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum can be seen as a continuum of the 2<sup>nd</sup>-8<sup>th</sup> Grades English Curriculum. Following the same communicative focus in the 2<sup>nd</sup>-8<sup>th</sup> Grades English Curriculum, the curriculum designed for the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades is intended to foster communicative skills in English among learners. However, due to the different age ranges and language needs of students in the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades, gradually increasing emphasis on the integration of four language skills is incorporated in this program. Students in the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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 is dispersed within the curriculum. In addition, considering the real-life experiences of learners, more instructional technology tools are used across all grades in the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum.

There are several interdependent language teaching and language principles reoccurring in the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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 (Penafloida, 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 (McGrath, 2013). Throughout the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades English Programs. 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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.

### **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, smartphones, and other portable devices (Kukulka-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 (Freiermuth & Jarrell, 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 (Alm, 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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.

## Organization of the Curriculum

In designing the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> grades, especially regarding learner age, interests, and language level. The curriculum is divided into 10 units (20 units in prep class) 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 in the curriculum were selected based on the topics that students are generally familiar with in their daily lives, their field of interests and age.

National, moral and cultural values which regulate the society are also added to the units in order to teach respect for the human dignity and basic rights. In addition, ethical rules to teach right and wrong are included throughout the curriculum so that individuals can maintain respectful attitude and behavior in their relations with other members of the society in various cultures. Material designers and teachers must create meaningful relationship between home and target cultures. Moreover, material designers must take Turkish, English and other cultures into consideration equally while preparing the course books (eg. names, places, values, customs).

In addition to the thematic organization of the units, language functions, all four language skills, 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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.

Overall, the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> grades is different from the 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. While the first term program for preparatory classes is intended to revise most of the content learnt up to the 8th grade English program, the second term includes new language functions that enable the students to achieve smooth transition to the 9th grade program. New language functions continue to be learnt in the 9th grade. There is limited focus on language structures in the **10<sup>th</sup> Grade and 11<sup>th</sup> Grade English Programs** 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 **12<sup>th</sup> Grade English Program** 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. One of the objectives of the 11<sup>th</sup> and 12<sup>th</sup> Grade Programs also includes content to improve students' proficiency skills required for examinations. In all grades, communicative, experiential, and



task-based language activities are promoted. Overall, the curriculum is designed based on weekly twenty lesson hours in Preparatory classes, six English lesson hours in 9th grade and four English lesson hours in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. If different or additional hours are offered in different institutions, adaptations can be made by the groups of English teachers in the institutions.

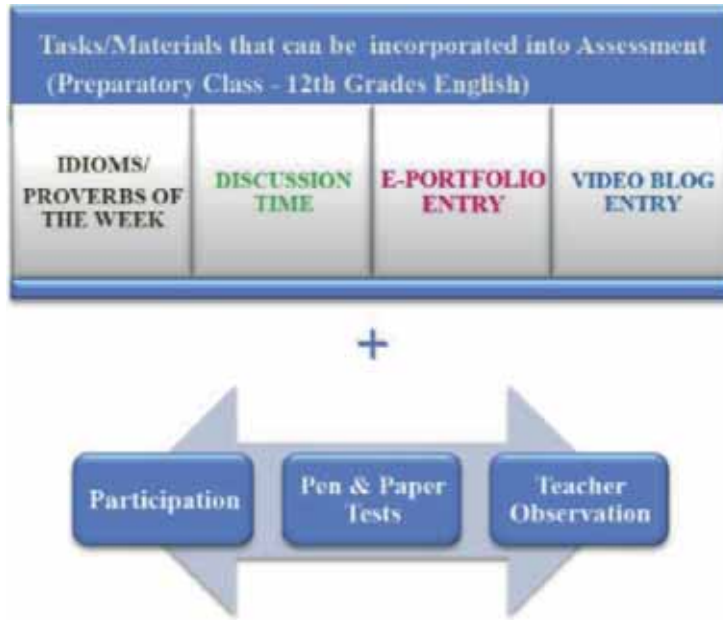
### **Instructional Materials:**

In the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum is a combination of print and multimedia. The 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 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades Curriculum can be carried out effectively.

## ASSESSMENT

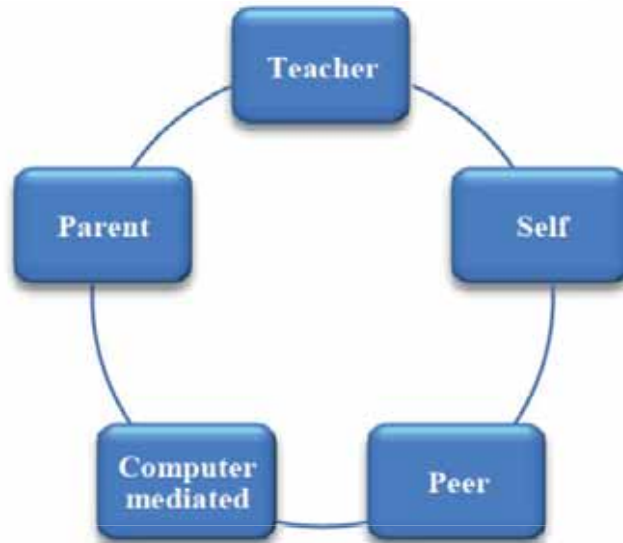
The assessment in the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grade English Curriculum is also a mixture of performance-based and traditional assessment types. In order to assess the complex nature of language output of students, assessment types are also diverse in nature in curriculum. Any 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.



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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> English Program is mainly function and skills-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 a few 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.

To assess reading and writing together, students can read a news article and write a short review or letter to the editor. Students can read authentic story/stories and write a constructed response stating a point of view about the story and using illustrations from the story to support the point of view. 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. It's a good idea for them to state the theme, the main ideas and if possible what they can learn from that story/text. Talking with peers to negotiate an understanding of what was read is highly motivating. Not only are students likely to become involved in the active interaction often associated with peer-lead discussion groups, they may be more interested in what they are reading as they anticipate what will happen when they meet in groups to discuss what they have read. By reading and discussing literature, students can expand their imagination, sense of what is possible and ability to empathize with others. 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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades English Programs are **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.



Above chart 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.

## CHARACTERISTICS OF ENGLISH TEACHING AND LEARNING ENVIRONMENT (PREPARATORY CLASS, 9<sup>th</sup>-12<sup>th</sup> 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 presentation and practice of four language skills in an integrated way to reflect the complex, dynamic, and holistic nature of language.

### Assessment,

- serves the language learning goals.
- is used to promote and check learning in English, not as a negative reinforcement instrument.
- enables the use of tools such as portfolios, projects, and/or communicative activities, besides 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).

## HAZIRLIK SINIFI BULUNAN ORTAÖĞRETİM KURUMLARI İNGİLİZCE DERSİ (HAZIRLIK, 9, 10,11 VE 12. SINIFLAR) ÖĞRETİM PROGRAMI'NIN ÖĞRETME VE ÖĞRENME ORTAMI GENEL ÖZELLİKLERİ

### Öğrenciler;

- Sınıfta devamlı olarak İngilizce konuşurlar.
- İletişimsel aktiviteler sırasında birbirleriyle sürekli etkileşimde bulunarak derse aktif olarak katılırlar.
- Dili etkili bir şekilde kullanabilmek için gerçek yaşamda kullanılan İngilizceyi farklı bağlamlarda sürekli olarak kullanırlar.
- Türkçe edinimine paralel olarak dört dil becerisini bütünleşmiş olarak öğrenirler.
- Öğretmelerinin yönlendirmesiyle dil materyal ve aktivitelerini kendileri geliştirebilen yaratıcı bireylerdir.
- Sınıf içi ve sınıf dışı öğrenmelerinde sorumluluk sahibidirler.

### Öğretmenler;

- Sınıfta devamlı olarak İngilizce konuşarak öğrencilerine rol-model olurlar.
- Bireysel çalışma, ikili çalışma, grup ve sınıf çalışması gibi farklı iletişim türlerini kullanırlar.
- Öğrencilerin İngilizcede yabancı oldukları konuları, onların bildikleri konular üzerine yapılandırarak öğretirler.
- Öğrencilerin anlamı bağlamdan ve/veya verilen ipuçlarından çıkarmalarına imkân verirler.
- Öğrencilerin konuşma aktiviteleri sırasındaki hata ve dil sürçmelerine tolerans gösterip doğru formu kendileri kullanırlar ya da hataları not alıp aktivite sonrasında isim vermeden tüm sınıfla paylaşırlar.
- Öğrencilerin istek ve motivasyonunu artırmak için övgü ve olumlu pekiştirmeyi kullanırlar.
- Belirli dil öğrenme aktiviteleri ve genel olarak dil öğrenmenin altında yatan mantığı açıklarlar.
- Öğrencilerin İngilizceyi kendi başlarına öğrenmeleri için onlara cesaret verir, yol gösterirler.

### Materyaller/Görevler;

- Düzenleme ve içerik olarak mümkün olduğunca gerçek yaşantıya yakındır.
- Öğrencilerin farklı duyularına hitap ederek farklı kanallardan dil öğrenimine imkân sağlar.
- Öğrencinin gerçek yaşamdaki dil ihtiyaçlarına ve ilgilerine hitap eder (hayatta kalma İngilizcesi, akademik İngilizce vb.).
- Kalıcı öğrenmeyi sağlamak için farklı üniteler ve düzeylerde sürekli olarak tekrarlanır.
- Gerçek yaşam dil kullanımını sağlamak için mültimedya ve teknoloji ile desteklenir.
- Dilin karmaşık, dinamik ve bütünsel yapısını yansıtabilmek için dört dil becerisinin bütünleşmiş olarak sunulmasını destekler.

### Değerlendirme;

- Öğrenme amaçlarına hizmet eder.
- Olumsuz bir pekiştirme aracı olarak değil, İngilizce öğrenimini geliştirmek ve kontrol etmek için kullanılır.
- Çoktan seçmeli, doğru/yanlış, boşluk doldurma gibi geleneksel değerlendirme araçlarının yanı sıra portfolyo, proje ve iletişimsel aktivitelerin kullanımına da imkân tanır.
- Yapıların ve kelimelerin ezberlenmesinden çok; anlama, üretme ve analitik becerilerin geliştirilmesini hedefler.
- Farklı değerlendirme görevleri için farklı dönüt sağlayıcıların (öz değerlendirme, akran, öğretmen, bilgisayar ve anne/baba değerlendirmeleri) kullanımına imkân tanır.

## MODEL ENGLISH LANGUAGE (PREPARATORY CLASS, 9<sup>th</sup>-12<sup>th</sup> GRADES) CURRICULUM

Grades (CEFR*) Hours per Week	Learner Age	Skill/ Grammar/ Vocabulary/ Pronunciation Focus	Main Activities (Can be used in all grades)
Preparatory Class (A1/B1) 20	14-14.5	All four skills integrated with an emphasis on Listening and Speaking Maximum seven new vocabulary items per lesson Limited Pronunciation practice	Telling a story Role-plays Paragraph Reading and Writing
9 <sup>th</sup> Grade (B1/B1+) 6	15-15.5	All four skills integrated with an emphasis on Listening and Speaking Maximum seven new vocabulary items per lesson Limited Pronunciation practice	Role-plays/ Simulations Graphics/ Charts Paragraph Reading and Writing
10 <sup>th</sup> Grade (B1+/B2) 4	16-16.5	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	Information Gap Activities/ Role-plays Paragraph Reading and Writing Skimming and Scanning
11 <sup>th</sup> Grade (B2/B2+) 4	17-17.5	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	Surveys/ Short Oral Presentations/ Drama Short Reading Texts and Paragraph Writing
12 <sup>th</sup> Grade (B2+/C1) 4	18-18.5	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	Conversations/ Oral Presentations/ Projects/ Task-based Activities Argumentative/ Descriptive Text Writing

\*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 Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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 by considering Preparatory class students gradually proceed through C1. Finally, learners are expected to graduate from high school with a minimum CEFR C1 and/or beyond level of English 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 Preparatory Class with A1 level is that even though students are expected to be at A2 level at the end of 8<sup>th</sup> Grade according to the 2<sup>nd</sup>-8<sup>th</sup> Grade English Curriculum, in practice there is often a need to revise and recycle the content presented in previous classes as students enter the Preparatory Class English classrooms with different levels of capacities, English proficiencies, and individual learning differences. Moreover, with the help of revision of some of the functions presented in the previous program, 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, Preparatory Class A1 level can be more advanced in terms of some vocabulary and structures compared to A1 in the Curriculum of Secondary School level so that students can also receive new input while they are revising the functions that they might be familiar with.

Seviyeler (CEFR*) Haftalık Ders Saati	Öğrenci Yaşı	Beceri/ Dil Bilgisi/ Kelime Bilgisi/ Telaffuz Hedefi	Temel Aktiviteler (Tüm seviyelerde kullanılabilir.)
<b>Hazırlık Sınıfı (A1/B1)</b> 20	14-14.5	Dinleme ve konuşma becerilerini vurgulayan dört temel becerinin birbiri ile bütünleşik olması Ders başına en fazla yedi yeni sözcük bilgisi edinimi Sınırlı seviyede telaffuz pratiği	Hikâye Anlatma Rol Yapma/ Canlandırma Paragraf Okuma ve Yazma
<b>9. Sınıf (B1/B1+)</b> 6	15-15.5	Dinleme ve konuşma becerilerini vurgulayan dört temel becerinin birbiri ile bütünleşik olması Ders başına en fazla yedi yeni sözcük bilgisi edinimi Sınırlı seviyede telaffuz pratiği	Rol Yapma/ Canlandırma Grafikler/ Tablolar Paragraf Okuma ve Yazma
<b>10. Sınıf (B1+/B2)</b> 4	16-16.5	Dinleme ve konuşma becerilerini vurgulayan dört temel becerinin birbiri ile bütünleşik olması Ders başına en fazla yedi yeni sözcük bilgisi edinimi Sınırlı seviyede telaffuz pratiği	Bilgi Tamamlama Aktivite-leri/ Rol Yapma Paragraf Okuma ve Yazma Genel Anlamaya Yönelik Okuma/ Belli Bir Bilgiyi Bulmaya Yönelik Okuma
<b>11. Sınıf (B2/B2+)</b> 4	17-17.5	Dinleme ve konuşma becerilerini vurgulayan dört temel becerinin birbiri ile bütünleşik olması Ders başına en fazla yedi yeni sözcük bilgisi edinimi Sınırlı seviyede telaffuz pratiği	Anketler/ Kısa ve Sözlü Sunumlar Drama/ Kısa Okuma Parçaları ve Paragraf Yazma
<b>12. Sınıf (B2+/C1)</b> 4	18-18.5	Dinleme ve konuşma becerilerini vurgulayan dört temel becerinin birbiri ile bütünleşik olması Ders başına en fazla yedi yeni sözcük bilgisi edinimi Sınırlı seviyede telaffuz pratiği	Karşılıklı Konuşmalar/ Sözlü Sunumlar/ Projeler Görev Bazlı Aktiviteler Tartışmacı/ Betimleyici Metin Yazma

\*CEFR = Avrupa Dilleri Öğretimi Ortak Çerçeve Programı

Avrupa Dilleri Öğretimi Ortak Çerçeve Programı seviyeleri (CoE, 2011) lise öğrencilerinin İngilizce öğrenmede belirli ihtiyaçlarını karşılamak amacıyla hazırlık sınıfı, 9, 10, 11 ve 12. sınıflar ders programına adapte edilmiştir. Bu programla lise öğrencilerinin, Avrupa Dilleri Öğretimi Ortak Çerçeve Programı çerçevesinde İngilizceye A1 seviyesinin gözden geçirilmesi ile başlanıp hazırlık sınıfı okudukları dikkate alınarak aşamalı olarak C1 seviyesine ilerlemesi amaçlanmıştır. Aşağıdaki tablo İngilizce sınıflarında öğrencilerin geçeceği süreci göstermektedir.



Hazırlık sınıflarının A1 seviyesinde başlanmasının temelindeki mantık şudur: 2-8. Sınıflar İngilizce Dersi Öğretim Programı'na göre 8. sınıfın sonunda öğrencilerin A2 seviyesinde olması beklenmektedir. Ancak uygulamaya gelindiğinde, hazırlık sınıflarında, İngilizce yeterlik seviyesi, öğrenmede bireysel farklılıklar, farklı kapasitede öğrencilerin olması gibi nedenler, daha önceki sınıflarda verilen içeriğin yeniden gözden geçirilmesi ve değerlendirilmesini gerektirir. Bunun yanı sıra daha önceki programda yer alan işlevlerden bazılarının gözden geçirilmesi yoluyla öğretmenler, yeni işlevleri sunmadan önce öğrencilerinin öğrenme ihtiyaçlarını belirlemek için bir ihtiyaç analizi yapabilirler. Burada her ne kadar benzer işlevlere atıfta bulunulsa da hazırlık sınıfı A1 seviyesinin, Ortaokul Öğretim Programı'ndaki A1 seviyesi ile karşılaştırıldığında bazı sözcük bilgisi ve yapılar bakımından daha ileri düzeyde olduğunun altını çizmek gerekir. Böylelikle öğrenciler aşına oldukları işlevleri yeniden gözden geçirirken yeni kazanımlar elde edebilirler.

## COMMUNICATIVE FUNCTIONS AND SAMPLE USES OF LANGUAGE FOR THE PREPARATORY CLASS, 9<sup>th</sup>-12<sup>th</sup> GRADES

Several functions are recycled in different grades in the English Curriculum for the Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> Grades and the functions are not sequenced based on different grades since functions given here can be taught in all grades. However, techniques used to present the functions can differ depending on the grade. The complexity of language structures and the difficulty level of the activities used to teach and practice the functions can be gradually increased as students progress through the grades.

Communicative Functions	Sample Usages Suggested for the Preparatory Class, 9 <sup>th</sup> -12 <sup>th</sup> Grade
Asking about and describing people's appearances and characters	A: What's s/ he like? B: S/ he has got blonde/ wavy hair.
Asking and answering questions in an interview	A: What motivated you to apply for this job? B: I've always wanted to become a journalist./ I have a degree in journalism.
Asking for and expressing opinions	A: What do you think / How do you feel about this essay? B: I think it's pretty good./ I'm not sure, perhaps we can find a better one./ I believe we should keep looking for new ones.
Asking for and giving approvals and/ or confirmations	You asked for a double room, didn't you?/ You aren't travelling alone, are you?
Asking for and giving directions	A: Excuse me, is there a bookstore around here? B: Yes, it is two blocks from here. Go ahead and take the first left./ I'm sorry, I don't know. I am a tourist.
Asking for and giving clarification	A: What do you mean?/ Could you explain that further, please? B: What I mean is that we need to work on this assignment more.
Asking for and giving information about careers	A: What does she do for a living? B: She is a teacher and she loves her job.
Asking for and responding to favors	A: Can/ Could I borrow your mp3 player?/ Is it OK if I use your smart phone? B: Of course!/ Help yourself!/ No, I'm sorry. I don't have one.
Apologising	I'm so sorry. I didn't mean to hurt you.
Commenting on mistakes	That wasn't very clever! What a total disaster!
Correcting yourself	That's to say, it was difficult to inform him about the accident.
Describing actions and processes	First, the peppers are sliced into small pieces. Then, tomatoes are chopped.
Describing daily routines	Bats don't go to sleep at night.
Describing habits and routines in the past	I used to play with my dolls when I was a kid./ People did not use to have personal computers.
Describing mood	I feel exhausted and I can't concentrate. Let's take a break.
Describing objects, places, and people	I would like to read a book which is about travel./ She finally found a house which is big enough for the whole family./ This is my friend who was with me in class.
Describing places, people, and events in the past	When I went home, she had already left for dinner.
Describing plans and arrangements	A: I won't be in Ankara for some time. B: When will I see you again? A: My family and I are going to come back in September.
Describing problems	Sorry to bother you, but I think there's a problem that requires an urgent solution.
Describing workday routine	Lisa works in a call centre for long hours.
Disagreeing politely	Sorry, but that's different. I take your point, but that's not the way I see it.



Exchanging personal information	A: Do you like fashion? B: Yes, I love it. A: What's your favorite sport? B: Soccer.
Explaining and justifying	He doesn't want to come to the party because he has an exam tomorrow.
Expressing reluctance	I'm not really in the mood for going to the cinema.
Expressing ignorance	I have no idea about it. In addition, who cares?
Expressing and responding to regrets	A: If I had studied harder for the exam, I could have gotten a better grade. B: Don't be too hard on yourself. You'll do better next time.
Expressing reasons	Since/ as my classmate didn't hand his projects on time, he failed the class.
Expressing degrees of certainty and uncertainty	Next century is going to be very hi-tech. I guess/ I am not sure, but I think there won't be cars running with petrol.
Expressing attitude to the future	I can't wait to see my friend again. Sooner or later I will graduate from university.
Expressing disapproval	That's not a very good idea./ Why don't we try something else?
Expressing hesitation	Pardon?/ Sorry? Well...um...it depends, really.
Expressing likes, dislikes and interests	I like/ enjoy watching horror movies./ I don't like romantic movies/ I am very into documentaries nowadays./ I want to learn how to play chess.
Expressing one's ideas in unplanned situations	A: Susan is looking for you. B: OK, I'll see her in the classroom.
Expressing annoyance and discomfort	She makes me mad/ This really makes me cross./ What a nuisance!/ I'm very annoyed./ It annoys me./ I can't stand anymore!
Expressing wishes	I wish you were here./ He wishes he had some free time.
Expressing common responses	A: What time do you want to meet? B: Whenever you want. A: Are there any left? B: I don't think so.
Encouraging someone	At least have a try.
Following instructions	Take off your belt, watch and boots and leave your bags in the box.
Gaining time in a conversation	Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean.
Giving and asking for advice	A: I think I'm coming down with something. What should I do? Should I take medicine? B: I think you should see a doctor first.
Giving and receiving feedback	A: I think you did a great job./ It would be better to improve the last part of your presentation. B: Thanks/ Thank you, I'll work on it next time.
Giving explanations	It was so windy, so everyone left and no one stayed for the barbecue.
Inviting and refusing/ accepting an invitation	A: Would you like to go the movies this weekend?/ Do you feel like/ How about going to the movies this weekend? B: I'd love to./ Sure./I'd really like that./ I wish I could, but I have plans for the weekend./ Thank you, but I am busy.
Interrupting someone in a conversation politely	Can I add something here?/ If I might add something/ Sorry to interrupt that.
Making an appointment	A: Can you see me/ Can we meet at noon today?/ I wonder if you would be available for a meeting today. B: Sure, I am free all day./ Could we meet at three o'clock instead? I have another meeting at noon?
Making, accepting and declining requests	A: Could you lend me your book? B: Certainly./ Yes, of course, here you are. B: I'm sorry, I am using it right now.
Making comparisons	I think this dress is much more beautiful than the blue one./ The biggest animal in the world is the blue whale.

Making complaints	I'm sorry, but there is something wrong with my food./ Sorry, but this isn't the one that I ordered.
Making excuses	I am so sorry, but I won't be able to attend the class tomorrow because I have a doctor's appointment./ I'm afraid, I am going to miss your party because I won't be in town on that date.
Making generalizations	The majority of students in our class are from Ankara.
Making inquiries	I was wondering if it was possible to get more information about your rates./ Could you please inform me about your rates?
Meeting new people	A: I don't think we've met. I'm Brian. B: I'm Lisa. It's a pleasure to meet you.
Making deductions	He must have sent the letter to a wrong address./ She might have had a heart condition.
Making reservations	I'd like to book a room, please.
Naming different countries and languages	I live in Turkey./ I want to learn English.
Negotiating	Is it okay if we change the picture for our poster?/ I believe we can reach a consensus on this matter./ Is there a way to lower the price of this furniture?
Offering solutions	I can help you with this problem if you like.
Ordering events	First, students entered the class. Then, they received their books. Later, they started reading their texts. Finally, they shared their ideas with each other.
Reminding people what to do	Don't forget to take the trash out./ Make sure you have your plane tickets before you leave for the airport.
Speculating	He is not at home and it's 9 o'clock. He must have left for the office.
Stating causes and effects	We live in a digital era, so we should have basic computer skills./ We should have basic computer skills because we live in a digital era./ The wireless is off. Therefore, we cannot access the Internet.
Stating preferences	I like that one better./ I prefer this one over that one./ I prefer to stay at home today rather than to go out.
Talking about abilities and talents	She is gifted in learning languages. She can speak five different languages./ She is very good at sports./ He is great in playing the guitar.
Talking about current events	I believe social media will be more important in the future, so everyone should have basic computer skills.
Talking about frequencies	I always go to the movies at the weekend. I often meet with my friends, but sometimes I see a movie alone.
Talking about different kinds of clothing and shopping	A: Can I help you? B: Yes, please. Which one is cheaper?/ Do you have a larger size?/ I'm looking for a medium size t-shirt./ No, thanks. I'm just looking.
Talking about hobbies and free time activities	I really enjoy playing tennis./ I like to watch movies in English when I have extra time./ In my spare time, I visit museums and galleries.
Talking about anxiety	I think I'll take the university exam next year again. Better late than never. No pain, no gain.
Talking about imaginary situations	If I were a superhero, I would help other people.
Talking about superstitions and beliefs	A: What's blind belief based on? B: Only pure ignorance, illiteracy of people.
Talking about jobs	A: What do you do for a living? B: I'm a teacher.
Talking about possessions	A: Is this a picture of your family? B: Yes, it is. These are my parents and this is my brother. The one on the left is his son, my nephew.
Talking about rules and regulations	You can't be late for the exam./ You have to bring your course books to class./ He is not allowed to stay up late on a school night.

Talking about things that need to be done	I'd like to have my computer fixed.
Talking about experiences	I had been there for several times before we moved to this city.
Talking about responsibilities	You should supervise the process of the project.
Talking about money	Finally, I did pay my loan to the bank.
Talking about disasters	The earth is suffering from natural disasters such as volcanic, eruptions and blizzards.
Talking about arts	What do you think the composer is trying to tell in this piece?
Talking on the phone	A: May I speak to Mary, please? B: This is she./ Speaking.
Telling and asking about time and date	A: Could you tell the time?/ Do you have the time? B: It's three o'clock./ It's quarter to nine. A: What is the date today?/ When is your birthday? B: It's the ninth of September.
Using expressions that cheer people up	Look on the bright side..... Every cloud has a silver lining.
Using persuasion in conversation	Believe me. How can I persuade you to...? You won't regret it.

## CULTURAL AWARENESS

Understanding a language involves not only the knowledge of grammar, phonology, and lexis but also certain features and characteristics of the culture. To communicate internationally involves communicating interculturally as well. In other words, language is a part of culture and culture is a part of a language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture (Brown, 2007). Moreover, both learners and teachers of a second language need to understand cultural differences. There are real differences between groups and cultures (Brown, 1994:167).

Here are some suggested speech topics to improve cultural awareness from Preparatory classes to 12th classes. If it's required, other cultural awareness topics can be added to other units.

Preparatory Class Units	Suggested Speech Topics on Cultural Awareness
1 Studying Abroad	Different languages and nationalities
4 Animals and Nature	Endangered animals and their habitats around the world (such as point of view/attitude of countries around the world about animals and nature)
5 Celebrities	Clothing in different cultures
6 Intercultural Topics	Different meanings of mimes and gestures to express in different cultures
8 Emergency and Health Problems	Basic signs in different cultures and the reasons of the differences
9 Party	Their rights and responsibilities as an 18 year old person in different cultures
10 Television	Favourite TV programmes of teenagers in different cultures
11 School Life	Rules and regulations in schools in other countries
14 Travel	Different means of transportation and ways of transportation
15 Sports	Traditional sports in different cultures
17 Food and Drinks	Different cuisines around the world
19 Heroes and Heroines	Heros/heroines in different countries

<b>9<sup>th</sup> Class Units</b>	<b>Speech Topics on Cultural Awareness</b>
1 At Leisure	The most popular hobbies and leisure activities among teenagers around the world
5 Be Healthy, Live Happy!	Different eating habits around the world
6 An Ideal World!	Gender equality


<b>10<sup>th</sup> Class Units</b>	<b>Speech Topics on Cultural Awareness</b>
1 Sports	Sports all around the world
2 Classics	Famous writers or directors in the world
10 Education	Different systems of education from different countries

<b>11<sup>th</sup> Class Units</b>	<b>Speech Topics on Cultural Awareness</b>
4 Global Issues	Different global issues in different countries
5 Entertainment	Different entertainment habits
10 Paralympics	Right of people with special needs in different countries

<b>12<sup>th</sup> Class Units</b>	<b>Speech Topics on Cultural Awareness</b>
1 Career	Popular jobs in different countries
8 Disasters	Different types of disasters
10 Art	Different types of art

## SUGGESTED MATERIALS FOR THE PREPARATORY CLASS, 9<sup>th</sup>-12<sup>th</sup> 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 Preparatory Class to 12<sup>th</sup> 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 or in print. For example, students can fill in a survey in print or they can use an online survey development website/software.

Format	Materials Suggested in the Preparatory Class, 9 <sup>th</sup> -12 <sup>th</sup> Grades English Programs	
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"><b>Multimedia</b></div>  <div style="margin-top: 10px;"><b>Print</b></div> </div>	<ul style="list-style-type: none"> <li>Movies</li> <li>TV/ Radio</li> <li>Recordings</li> <li>Commercials</li> <li>Podcasts</li> <li>Infographics</li> <li>PP Presentations</li> <li>Wikis</li> <li>Blogs</li> <li>E-mails</li> <li>Animations</li> <li>Virtual Environments</li> <li>Comics</li> <li>Maps</li> <li>Road Signs</li> <li>Posters</li> <li>Tables</li> <li>Timelines</li> <li>Medicine Prospectus</li> <li>Brochures</li> <li>Advice Columns</li> <li>Invitee Lists</li> <li>Advertisements</li> <li>Shopping Lists</li> <li>Product Catalogues</li> <li>Recipes</li> <li>Coupons</li> <li>Call Center Dialogues</li> <li>Transportation Schedule Boards Notes/</li> <li>Messages</li> <li>Planners</li> <li>Postcards</li> <li>Letters</li> </ul>	<ul style="list-style-type: none"> <li>Short Documentaries</li> <li>Short Lectures</li> <li>Interview</li> <li>Recordings</li> <li>Dialogues</li> <li>Phone Conversations</li> <li>Songs</li> <li>Websites</li> <li>Synchronous and Asynchronous CMC</li> <li>Online/ Offline Newspapers/ Magazines</li> <li>Online/ Offline Pictures</li> <li>Picture Albums</li> <li>Realia (Real Objectives)</li> <li>Flashcards/ Picturecards/ Wordcards</li> <li>Song Lyrics</li> <li>Charts/ Graphs</li> <li>Graphic Organizers</li> <li>Application Forms</li> <li>CVs/ Letters of Intention</li> <li>Poems</li> <li>Plays/ Drama</li> <li>Surveys</li> <li>Short Stories</li> <li>Novels</li> <li>Biographies</li> <li>Diary Entries</li> <li>Reflection Reports</li> <li>Peer and Self Evaluation Checklists</li> <li>Jigsaw Readings</li> <li>Descriptive Texts</li> <li>Expository Texts</li> <li>Narratives</li> <li>Compare and Contrast Paragraphs</li> <li>Argumentative Texts</li> </ul>

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 usernames 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.

• **READING TIME:**

One of the most important indicator of success in English teaching and learning is when learners can actually communicate in English inside and outside the classroom.

Reading develops writing skill. The relationship between reading and writing is a strong one and people who are generally good at one will usually be good at the other.

When students read a text, they need to follow basic steps. For example they can find topic, main idea, supporting ideas and theme of the text. They can also find out key vocabulary and phrases from context. They can summarize what they read to understand the main points and structure of the author's argument. Especially for Preparatory Class, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades, it is recommended that students read story books during the first and second term which will improve their reading skills.

Literature provides the pleasure of learning with authentic material. The language used in literary texts is the common language with a high concentration of linguistic features like metaphors, similes, irony and lexis. This kind of figurative language also appears in everyday language use and also in nursery rhymes as well as proverbs. Thus, it is recommended to teach the figures of speech by material designers and teachers.

• **EBA:**

Education Information Network is a digital information platform. Students in high schools, middle schools, and primary schools (in Turkey) can now share information with peers in other schools with access to the Internet. When necessary, students and teachers can use EBA to reach instructional materials. In addition to EBA, an online platform that can serve the specific needs of English learners and teachers can also be developed with the supervision of Turkish Ministry of Education.



## FINAL WORD

The Preparatory Class, 9<sup>th</sup>-12<sup>th</sup> 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 program, 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.

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# **Hazırlık Sınıfı Bulunan Ortaöğretim Kurumları İngilizce Dersi (Hazırlık Sınıfı, 9, 10, 11 ve 12. Sınıflar) Öğretim Programı**

## **HAZIRLIK SINIFI BULUNAN ORTAÖĞRETİM KURUMLARI İNGİLİZCE DERSİ HAZIRLIK SINIFI ÖĞRETİM PROGRAMI (CEFR “A1/A2/B1” SEVİYELERİ)**

Hazırlık Sınıfı İngilizce Dersi Öğretim Programı'nda, Avrupa Ortak Metni'nde açıklanan A1 seviyesinin tekrarı ile başlanıp B1 bağımsız kullanıcı seviyesine geçiş yapılması amaçlanmaktadır. Bu programda öğrencilerin hazırlık sınıfına kadar edindikleri İngilizce bilgisini pekiştirmek ve üst sınıflara sağlam bir temelle geçişlerini sağlamak için çaba gösterilmiştir. Bu düzeydeki öğrenci grubunda geliştirilmesi beklenen beceriler; basit konuşmaları kolaylıkla anlayabilmek kendini rahatça tanıtabilmek ve günlük yaşamını hedef dil olan İngilizce ile sürdürebilmektir. Yaş grubuna uygun olarak güncel konular, iletişimsel bir bağlamda sunulmuştur. Ayrıca temel fonksiyonlar sık sık farklı bağlamlarda tekrarlanarak kullanımlarının pekiştirilmesi hedeflenmiştir. Her ünite de dört dil becerisi birbiri ile bütünleşmiş olarak sunulmuş, içeriğin niceliği yerine niteliğine önem verilmiş ve ders programının yoğun olması nedeniyle diğer sınıflara oranla tekrarlı bir içerik tercih edilmiştir. Bu geçiş sürecinde programda öncelikli olarak dinleme ve konuşma becerilerinin günlük konuşma dilinde kullanılan kelimeler ile desteklenerek geliştirilmesine yer verilmiştir. Hazırlık sınıfı öğrencilerinin yaşları ve ana dillerindeki gelişimleri de göz önüne alınarak okuma ve yazma aktivitelerine de dinleme ve konuşma aktiviteleri ile bağlantılı olmak şartıyla eşit ağırlık verilmeye çalışılmıştır. Tüm becerilerin gerçek hayatta dil kullanımına paralel olarak birbirleri ile ilintili ve birbirlerini destekler aktiviteler ve materyaller ile öğrencilere sunulması amaçlanmıştır. Öğrencilerin gerek yabancı dil gerekse genel kültür alanlarında, bildikleri konulardan bilmedikleri konulara yönlendirilmeleri programın temelini oluşturur. Buna ek olarak öğrencilerin dili bir bütün olarak görmeleri ve pratik yapmaları teşvik edilmektedir. Hazırlık sınıfı öğrencilerinin dili rahat ve akıcı bir şekilde kullanabilmelerinin yanı sıra İngilizceyi kendilerini farklı alan, konu ve düzeylerde gerek sözel gerek kısa da olsa yazılı şekilde ifade edebilmeleri beklenmektedir. Hazırlık Sınıfı Öğretim Programı'nda telaffuz çalışmalarına özel bir önem verilmesi, bazı hataların kalıcı olmaması için önemlidir. Bu nedenle programda belirtilen dil becerilerinin mümkün olduğu ölçüde ana dilin öğrenilmesi sürecindeki gibi (Dinleme, Konuşma, Telaffuz, Okuma, Yazma) yansıtılması amaçlanmaktadır. Bu seviyede öğrenci yaşadığı olayları ve deneyimlerini aktarabilir; düşüncesinden, umutlarından ve isteklerinden söz edebilir; görüşlerini ve planlarını kısaca nedenleriyle ortaya koyabilir. Öğrenciler günlük konular üzerinde yabancılarla kolaylıkla iletişim kurabilir, karmaşık cümleler kurup anlamlı paragraflar içeren yazılar yazabilir.

### **A1 (Temel Düzey Kullanıcı) Ortak Yeti Açıklamaları**

Somut ihtiyaçlarını karşılayabilmek için aşına olduğu günlük ifadeleri ve çok basit sözcük öbeklerini kullanır ve anlar. Başkalarına kendini tanıtabilir ve onlara neler bildiği, nerede yaşadığı ve nelere sahip olduğu gibi kişisel bilgileri hakkında sorular sorabilir. Karşısındaki kişinin yavaş, açık ve yardıma hazır bir şekilde konuşması hâlinde basit yolla iletişim kurabilir.

### **A2 (Temel Düzey Kullanıcı) Ortak Yeti Açıklamaları**

Kendisiyle ilgili konularda sık kullanılan ifadeleri ve cümleleri anlayabilir (çok basit ailevi ve kişisel bilgiler, alışveriş, yerel coğrafya, selamlaşma vb.). Günlük hayatta çok karşılaşılan ve sıradan meselelerde dolaysız ve basit bilgi paylaşımında bulunabilir. Basit ve sıradan konular için iletişim kurabilir. Acil ihtiyaçlarını, çevresini ve geçmişini ifade edebilir.

### **A2+ (Temel Düzey Kullanıcı)**

Basit ve günlük konuşmaları zorluk çekmeden anlar, tahmin edilebilir konular üzerinde gerektiğinde yardım alıp konuşabilir. Verilen mesajın tümü anlaşılmasa da bazen kelimeleri bulmak veya hatırlamak için duraklaması gerekse de genel olarak günlük konuşmaların üstesinden gelebilir. Örneğin kendini nasıl hissettiğini ve duygularını basit cümleler ile tarif edebilir ve çevresindeki günlük olaylarla (kişiler, yerler, bir iş veya okul deneyimi) ilgili daha detaylı tanımlar yapabilir. Bunlara ek olarak kişisel deneyimlerini, alışkanlıklarını, rutinlerini, planlarını, hazırlıklarını, neleri sevip neleri sevmediklerini anlatabilmede A2 seviyesine oranla daha çok beceriye sahiptir.

### **B1 (Bağımsız Kullanıcı)**

B1 seviyesi geçiş seviyesi olarak nitelendirilir ve bu seviyedeki öğrenciler iki temel beceriye sahiptirler. İlk olarak, söylemek istediklerini ifade edebilme ve içinde buldukları iletişimi sürdürbilme yeteneğine sahiptirler. Örneğin bu seviyedeki bir öğrenci çevresindeki uzun konuşmaları genel olarak takip edebilir, anlaşılır bir şekilde değinmek istediği ana konuları belirler ve kullanacağı dil bilgisini ve kelimeleri planlamak için duraklasa da konuşmalarını anlamlı bir şekilde sürdürebilir. İkinci olarak da B1 seviyesindeki bir öğrenci, günlük problemlerin üstesinden gelebilme becerisine sahiptir. Örneğin toplu taşıma ile ilgili daha az rutin olan durumlar ile baş edebilir ve bir seyahat temsilcisi ile yapılan seyahat planlamaya yönelik görüşmelerin ya da seyahatler sırasında karşılaşılabilecek olası durumların üstesinden gelebilir. Ayrıca alışlagelmiş konulardaki günlük konuşmalara hazırlık ve plan yapmadan katılabilir.

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>1</b> <b>Studying Abroad</b>	Introducing yourself and your family	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify frequently used vocabulary for greetings and conversations.</li> <li>Students will be able to differentiate job-related vocabulary.</li> <li>Students will be able to identify different countries and languages in conversations.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to recognize contracted forms of "am, is, are" and have got / has got.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to introduce themselves, their family members and friends.</li> <li>Students will be able to talk about their personal belongings and possessions.</li> <li>Students will be able to use indefinite articles correctly.</li> <li>Students will be able to exchange personal information.</li> <li>Students will be able to talk about jobs.</li> </ul>	<p>Hello/ Hey/ What's up? Hi, long time no see! Great to see you again! -Hi, how are you? / Hi, how is it going? -Not bad. -Goodbye. Catch you later!  -Who is s/he? - S/he is my...  -Who is this in the picture? -That is my... -These are my sisters.  Meet my friend, Tom. You're...? I'm from Germany. I'm fifteen. -How many brothers/ sisters have you got? -I have got two brothers... -I'm an only child.  -Where are you from? -I'm from... -Can you speak English? -Yes, I can.  -What do you do? / What's your job? -I'm a(n) writer/ novelist/ electrician/ director/ actress.  Work in pairs/groups. Use a dictionary.  Is it your boardmarker? -No, it isn't/ Yes, it is. -Yes, it's mine/ No, it is teacher's.  -Is it your dictionary? -No, it's not mine. It's my brother's. -Whose book is this? -It's hers.</p>	<p>Drama/Miming TV/radio Recordings Games/Fun  Postcards and Greeting Cards Maps Note Taking Oral Presentations Songs Descriptive/Biographical Texts Comics E-mails Role Play Survey on Personal Life IDIOMS/PROVERBS OF THE WEEK  DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA</p>
	Talking about possessions	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify people's countries, nationalities, languages and jobs in the text.</li> <li>Students will be able to recognize familiar names, words and very basic phrases in postcards and greeting cards.</li> <li>Students will be able to highlight the addings of the vocabulary that create jobs.</li> <li>Students will be able to match the pictures with the sentences related to classroom language.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to spell related vocabulary correctly.</li> <li>Students will be able to write a simple postcard.</li> <li>Students will be able to draw a family tree.</li> </ul>		
	Meeting new people			
	Talking about jobs			
	Naming different countries, nationalities and languages			
	Using classroom language			

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
2 My Neighbourhood	Naming everyday objects	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to respond to the questions related to the text.</li> <li>Students will be able to follow instructions to find a place on a map.</li> <li>Students will be able to identify permissions in a dialogue.</li> <li>Students will be able to distinguish main differences in vocabulary between British and American English such as lift-elevator, block of flats-apartment building, chemist's-drug store.</li> </ul>	<p>-What is there in your room/ kitchen/ classroom/ lounge/ school? -There is a study desk in my room. -Where is it in your room? -It is between the window and the bed.</p> <p>- May/ Can I open the window? - Yes of course. How many labs are there in your school? Is there a pharmacy near here?</p> <p>- Have you got any ..? -Yes, we have got some...</p> <p>-How much is it/ this/ that? -15 p. Can I have a kilo of grapes?</p>	<p>Product Labels Brochures Discount Banners Drama/Miming Songs Games Maps Posters Advertisements Note taking Comparing Role play Oral Presentations Information Gap Activities Descriptive Texts Tables/graphics E-mails</p>
	Asking about and giving directions	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice intonation in Yes/ No questions and answers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to describe their neighbourhood.</li> <li>Students will be able to make a dialogue on shopping using countable and uncountable nouns, quantities, numbers and prices.</li> <li>Students will be able to ask for and give simple direction.</li> <li>Students will be able to talk about locations of things.</li> </ul>	<p>-Excuse me, is there a hospital around here? -Yes, first of all go ahead; take the second turn on the left. It is the fourth shop on the right. -What is your telephone number? -It's 0566 281 79 34.</p>	<p>IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA</p>
	Talking about locations of things	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to respond questions by skimming.</li> <li>Students will be able to identify the lexis related to everyday objects and shopping.</li> <li>Students will be able to distinguish between cardinal and ordinal numbers in the text.</li> <li>Students will be able to highlight the prepositions of place in the sentences/ text.</li> <li>Students will be able to place the words in objective case.</li> </ul>		
	Asking about and describing neighbourhood	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify compound nouns such as traffic light- hairdresser about their neighbourhood.</li> <li>Students will be able to describe their neighbourhood via e-mail.</li> <li>Students will be able to apply basic capitalization, spelling and punctuation rules when writing.</li> </ul>		
	Using phrases and expressions about shopping			
	Giving and receiving information about quantities, numbers, and prices			



THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
3 Movies	Talking about likes, dislikes and interests	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to respond to questions about likes and dislikes.</li> <li>Students will be able to match the hobbies with the definitions in listening text.</li> <li>Students will be able to identify sentences to make and respond to suggestions.</li> <li>Students will be able to identify the lexis and the jargon related to the movies.</li> </ul>	<p>I like/ dislike/ enjoy/ hate horror movies. I hate watching romantic comedies. Do you like...?/ Does she like ... ? I don't like.../ She doesn't like...</p> <p>I'm interested in... I'm crazy about... I'm fond of...</p> <p>That is a boring cartoon. She is an attractive actress. I'm not really into romantic movies. Detective films are my thing because they're gripping. Western films are not very me.</p>	<p>Drama/Miming Self-Prepared Video Competitions Podcasts Magazines Newspapers Movie Tracks Movies Internet Websites Graphics/Charts Jigsaw Puzzle Oral Retelling Narrative Text</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>
	Talking about hobbies and free time activities	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice the reduction of do, do not and does, does not in questions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about movie posters.</li> <li>Students will be able to practice a conversation about making invitations.</li> <li>Students will be able to make excuses about not to join the organization.</li> <li>Students will be able to ask and tell the time, dates, seasons and months of a year, days of a week.</li> <li>Students will be able to talk about likes, dislikes and interests.</li> </ul>	<p>Let's see/ How/ What about going to see a movie tonight? Are you in the mood for a movie tonight? -Why don't we have a cup of coffee after school? -Oh, what a great idea! Oh, I think it is a fantastic idea! / Cool! / Thanks, that sounds nice! / Oh, I'd love to do that! I'm afraid I can't. I have an exam tomorrow. Well, I'd love to, but I have other plans.</p>	
	Making excuses	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to find out type of movie by looking at the poster.</li> <li>Students will be able to read film reviews, advertisements or magazines on blogs to decide which movie to see.</li> <li>Students will be able to identify lexis and jargon related to movies.</li> </ul>	<p>I think it is a great movie. I believe this is ... I suppose... I guess the actress can win the Oscar. Personally, I think...</p> <p>-When and what time is the movie? -It's on 24 September at 4 o'clock.</p> <p>-What is the second month of the year? -February.</p> <p>1st January 2016</p>	
	Asking and telling about the time and date	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a short paragraph about one of their hobbies.</li> <li>Students will be able to write text messages to their friends to invite for a movie.</li> <li>Students will be able to prepare their own short movies' posters.</li> </ul>		
	Expressing opinions			

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>4</b></p> <p><b>Animals and Nature</b></p>	<p>Describing daily routines</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the main idea of the listening text.</li> <li>Students will be able to identify time expressions of daily routines in the text/ dialogue.</li> <li>Students will be able to recognize tag questions in the text/ dialogue.</li> </ul>	<p>laughs /s/ , does /z/ , watches/ɪz/</p> <p>Bats don't go to sleep at night, do they? Polar bears are carnivorous, aren't they? How often do you...?</p>	<p>Miming/Gestures Magazines Newspapers Internet websites Graphics/Charts Games Songs TV news broadcasts Monologues Oral Presentations Jigsaw Informative texts <b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>
	<p>Talking about frequencies</p>	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to recognize word stress of can.</li> <li>Students will be able to pronounce /s/ , /z/ , /ɪz/; the final sound of the -s.</li> </ul>	<p>How often does a rabbit give birth? Monkeys.....once a year/... A female dog breeds twice a year.</p>	
	<p>Talking about abilities and disabilities</p>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about animals with different/ unusual abilities/ talents.</li> <li>Students will be able to offer solutions to the natural disasters.</li> <li>Students will be able to discuss their preferences together with reasons.</li> <li>Students will be able to modify actions in their descriptions.</li> <li>Students will be able to talk about their daily activities.</li> </ul>	<p>The zoo keeper comes to the zoo very early every day. Then he feeds the animals and cleans their cages. -What do cats prefer wet or dry food? -Some cats prefer wet some prefer dry.</p>	
	<p>Modifying actions</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify specific information in simpler written material such as short newspaper articles describing natural events.</li> <li>Students will be able to identify time expressions and how often something happens in the text.</li> <li>Students will be able to scan a text about endangered animals/ domestic animals/ wild animals.</li> <li>Students will be able to identify the words that modifies actions in a short text.</li> </ul>	<p>An elephant's trunk can grow to be about 2 meters long and can weigh up to 140 kg. A tiger can eat 5 kilos of meat in a day. A cheetah can run fast, can't it ? A panda moves slowly.</p>	
	<p>Expressing formations of some natural events</p>			
	<p>Making preferences</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a short paragraph about animals, their habitats.</li> <li>Students will be able to prepare a poster about how to protect nature.</li> </ul>		

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
5 <b>Celebrities</b>	<p>Asking about and describing people's appearances and characters</p> <p>Identifying people</p> <p>Describing clothes</p> <p>Comparing characteristics and appearances</p> <p>Describing people's emotions</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify lexis and jargon related to celebrities and their clothes.</li> <li>Students will be able to listen to give opinions about different characters.</li> <li>Students will be able to identify the people in the picture they listened to.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to pronounce "the" in simple sentences.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to describe their favourite celebrity's appearance and character.</li> <li>Students will be able to discuss and compare characteristics of different celebrities.</li> <li>Students will be able to express their opinions about celebrities' clothes.</li> <li>Students will be able to describe the emotions and causes of them such as tired-tiring.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to scan the text to find required information.</li> <li>Students will be able to guess the meanings of words related to characteristics from the context.</li> <li>Students will be able to identify definite and indefinite pronouns.</li> <li>Students will be able to highlight emotions and causes of them in the text.</li> <li>Students will be able to distinguish main differences in vocabulary between British and American English such as trousers-pants, trainers-sneakers, bag-purse.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a descriptive paragraph to describe their favourite celebrity by using the sample paragraph.</li> <li>Students will be able to describe things according to their size, colour and age in the right order.</li> <li>Students will be able to create words by adding prefixes.</li> </ul>	<p>/ðə/ (father) /ði/ (the)</p> <p>-Who's your favorite movie star? -I think Emma is awesome. S/he is a born actress.</p> <p>What is s/he like? S/he is smart and respectful.</p> <p>What does...look like? S/he is good looking. How old/ tall/ long...? What color...? I'm looking for a medium size. S/he has got blonde/ wavy hair. Look at that furious man in fabulous leather coat! She likes wearing an elegant, white, lacy dress. In the picture Claire's hair is shorter than Hanna's. I think George is more emotional than Jay. In my opinion... Who is the most popular celebrity in..? Who is more beautiful than ..?</p> <p>The film is really boring, but the actress impressed me very much. I talked to an interesting celebrity.</p> <p>You can see a man in the park. The man always feeds the dogs in the park. The moon is very bright tonight.</p> <p>unhappy, irresponsible, inactive, illegal, impatient, dishonest</p> <p>-Why is Mustafa Kemal Atatürk the most important person in Turkey? -Because Mustafa Kemal Atatürk is the founder of the Republic of Turkey.</p>	<p>TV/Radio/ Podcasts Magazines Newspapers Games/Fun Comics Songs Videos Poem Note Taking Fan Letters Oral Presentations Character Diaries Role Play Survey on Appearances at School Guess Who Interview IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA</p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>6</b></p> <p><b>Intercultural Topics</b></p>	<p>Identifying cultural differences</p> <p>Asking about and describing cities</p> <p>Talking about travel and tourism</p> <p>Expressing events happening now</p> <p>Expressing movements</p> <p>Talking about basic national, moral and cultural values</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to detect the public announcements.</li> <li>Students will be able to distinguish situations, goals, participants and procedures.</li> <li>Students will be able to find out how to buy a flight ticket on the phone.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice the sound/ -rɪ/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to make use of facial, paralinguistic, and other clues to work out meanings.</li> <li>Students will be able to take part in conversations in the situations that can occur when travelling.</li> <li>Students will be able to talk about landmarks, weather conditions etc. of different cities in different countries.</li> <li>Students will be able to express movements to reach specific destinations.</li> <li>Students will be able to talk about the events happening in the pictures.</li> <li>Students will be able to talk about our well-known national values such as hospitality, cooperation, tolerance etc.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to scan texts to find out which cities in the world are mentioned.</li> <li>Students will be able to get the idea of the content of the informative materials related to intercultural topics.</li> <li>Students will be able to scan timetables for travelling in different schedules or time zones to find out the required information.</li> <li>Students will be able to highlight contrast linkers in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to fill out a simple hotel registration form.</li> <li>Students will be able to fill in a table with specific information on famous cities around the world.</li> <li>Students will be able to write a short paragraph about a city that they would like to visit by indicating reasons.</li> </ul>	<p>/-rɪ/ going , speaking</p> <p>Turkish people in general are very hospitable to visitors from other countries.</p> <p>Indian food is spicy; however/ but/ though, it's not the same in Australia.</p> <p>What do you think about the social life in the States?</p> <p>People immigrate to..., because there are many job opportunities.</p> <p>What is the weather like in...? It is almost rainy everyday in ...</p> <p>Do you have any suggestions for me? I suggest you visit the Berlin Museum when you take a trip to Germany.</p> <p>I strongly advise you to visit/ eat...in ...</p> <p>What is the purpose of your trip?</p> <p>Please don't leave any bags unattended.</p> <p>Flight TK 1987 is now boarding.</p> <p>While his wife is talking, the old man is napping.</p> <p>What is the best way to...?</p> <p>-How can I get to the shopping mall?</p> <p>-By bus.</p> <p>-How do you go to Chicago from Istanbul?</p> <p>-By plane.</p> <p>Could you tell me the way to the hospital?</p> <p>Turn right at the crossroad/ It will be straight ahead of you.</p> <p>Pass through the park.Walk down the street.</p> <p>Just around the corner.</p> <p>Take the second road/ turning on the right/left.</p>	<p>Newspaper</p> <p>Transportation Schedules</p> <p>Graphics/ Charts</p> <p>Currency</p> <p>Film</p> <p>Comics</p> <p>Maps</p> <p>Road Signs</p> <p>Expository Texts</p> <p>Oral</p> <p>Presentations</p> <p>Note Taking</p> <p>Role Play</p> <p>Songs</p> <p>Surveying</p> <p>Guessing</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>7</b></p> <p><b>Wonders of the World</b></p>	<p>Talking about past events</p> <p>Making inquiries</p> <p>Asking and answering questions in an interview</p> <p>Talking about non-specific beings, objects or place</p> <p>Showing someone did something alone or without any help</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to grasp the general idea of the text.</li> <li>Students will be able to organize information on Wonders of the World.</li> <li>Students will be able to respond to simple questions and statements in an interview.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice uttering "-ed" suffix in V2.</li> <li>Students will be able to practise pronunciation of "did you" in questions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to ask and answer simple questions about past times and past activities.</li> <li>Students will be able to use non-specific beings, objects, or places such as nobody, everybody, etc in their speech.</li> <li>Students will be able to search the Net to present one of the Wonders of the World.</li> <li>Students will be able to use past form of 'be' in their speeches.</li> <li>Students will be able to talk about actions they performed without help or alone.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read simple informative texts related to Wonders of the World to answer the questions.</li> <li>Students will be able to match the headings with the paragraphs in the text.</li> <li>Students will be able to find out the topic sentence of the text.</li> <li>Students will be able to identify lexis and jargon related to the topic.</li> <li>Students will be able to answer the questions on a quiz show about Wonders of the World.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a paragraph about one of the Wonders of the World.</li> <li>Students will be able to write a paragraph about the Wonder of Turkey.</li> <li>Students will be able to apply basic capitalization, spelling and punctuation rules when writing.</li> </ul>	<p>Why did/ was...? Who did it? Who did/ was...? What did/ were...? Where did/ were...? Did you...? Was she...?</p> <p>Can you tell me what happened? As far as I can remember s/he was...</p> <p>I can clearly remember that I was... I didn't learn the result of the exam.</p> <p>When the Egyptians built Great Pyramid of Giza...</p> <p>Grand Canyon is one of the natural wonders of the world. It is 446 km long, up to 29 km wide and attains a depth of over 1,857 meters.</p> <p>The United States took over the project in 1904, and opened the Panama Canal on August 15, 1914.</p> <p>-Nobody knows anything about the Blue Mosque. -In my opinion everyone should visit it.</p> <p>Around 400.000 people died during the Great Wall's construction. They buried these workers within the Wall itself.</p> <p>-Who built the Great Wall? -Not just only Chinese workers built the Great Wall by themselves but also three groups of people built the Wall; soldiers, common people and criminals.</p>	<p>Making Timeline Movies</p> <p>Literary Texts (poem, story, etc.) Informative Texts Storyboards Summary Writing Oral Retelling Jigsaw Puzzle Compare and Contrast/ Narrative Texts Repeating Role Play Song/ Chants</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>8</b></p> <p><b>Emergency and Health Problems</b></p>	<p>Giving and asking for advice</p> <p>Telling people what they think</p> <p>Receiving and giving instructions</p> <p>Telling the problems about illnesses</p> <p>Making an appointment</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to match the words related to illnesses with the pictures.</li> <li>Students will be able to identify regulations about health care.</li> <li>Students will be able to complete the dialogue about an appointment on the phone.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice echo questions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to ask for help from the emergency services in areas of immediate need.</li> <li>Students will be able to offer solutions for health problems.</li> <li>Students will be able to respond to simple questions about the topic while talking.</li> <li>Students will be able to talk about some activities which are healthy for both the body and the mind.</li> <li>Students will be able to make an appointment.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to recognize basic signs in public places (e.g. hospitals) through the pictures.</li> <li>Students will be able to obtain information through the text.</li> <li>Students will be able to guess the meaning of phrases and lexis from pictures such as parts of the body, accidents.</li> <li>Students will be able to find out the process of the First Aid in emergency cases.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write short, simple formulaic notes/ advice relating to matters in areas of immediate need.</li> <li>Students will be able to write a dialogue on how to make and confirm an appointment.</li> <li>Students will be able to join two items using correlative conjunctions.</li> </ul>	<p>-What should I do in an earthquake? -In the event of an earthquake, you should/ ought to take shelter under a table. When you get a cut in your hand, you should put a piece of cloth on it. -The best thing to do is...</p> <p>What causes the flu? You'd better take a long rest when you catch the flu. You'd rather stay home and take a good rest when you have a high fever.</p> <p>Unfortunately, neither Tom nor Liz came to the hospital. -Who caused the accident? -Both she and her sister are responsible for this accident.</p> <p>-What are your symptoms? -I've got a rash on my hand. -Your temperature is normal. Open your mouth, please.</p> <p>If/ when someone faints, first of all check if a person is still breathing, secondly alert medical personnel, and then position the person properly.</p>	<p>Miming</p> <p>TV/ Radio</p> <p>Newspaper</p> <p>Medicine Prospectus</p> <p>Songs/Chants</p> <p>Expository Texts</p> <p>Oral Retelling</p> <p>Oral Presentations</p> <p>Advice Columns</p> <p>Brochures</p> <p>Role Play</p> <p>Telephone conversations</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
9 Party	Organizing an event	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to complete a dialogue about invitations on the phone.</li> <li>Students will be able to predict the content from the pictures.</li> <li>Students will be able to discover the preparation items for the party by listening to the conversation.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practise the sounds /a/ and /u:/.</li> </ul>	<p>/a/ bull, could /u:/ blue, food</p> <p>My family is going to throw a birthday party for me tomorrow. Would you like to join us?</p> <p>Everything is ready, even there is pop music and dance too. It looks that it's going to be an enjoyable birthday party.</p> <p>Are you good at cooking? Can you help me? Have you got any... that I could borrow? How much...? Have you got (any) time to prepare some...?</p> <p>-Would you mind making a shopping list for the party? -Yes of course. First we need a lot of pastry, fruit juice and fruit. -Do you need any vegetables?</p> <p>Hey George, it is Lisa calling. Is Jackson in? Can I talk to Jackson? Just a second, I'll call him.</p> <p>-I'm bringing beverages for the party tomorrow. -OK then. I'm ordering the cake as well.</p> <p>-Can you speak a little slower, please? -Thanks for calling, bye for now!</p> <p>Table for three, please. Steak with some rice, please. What do you recommend? Rare, medium or well done?</p> <p>-Can I have a few cookies, please? -OK, and what about some Coke? -Great, with too many ice cubes!</p>	<p>Games/ Fun Invitation Cards Menus Songs Note Taking Oral Retelling Singing E-mails Invitee Lists Letters Information Gap Activities Role Play Telephone Conversations Coupons Posters Tables</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>
	Making requests	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to discuss what to do for the party.</li> <li>Students will be able to make arrangements to meet.</li> <li>Students will be able to make suggestions for organizing a party.</li> <li>Students will be able to describe plans and arrangements.</li> <li>Students will be able to make strong predictions.</li> <li>Students will be able to take part in a role play in a restaurant/ cafe to order meal.</li> </ul>		
Making suggestions	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to get an idea of the content of simpler written materials.</li> <li>Students will be able to get short, simple messages on invitation cards.</li> <li>Students will be able to identify the lexis and jargon related to party such as farewell party, wedding anniversary, etc.</li> <li>Students will be able to identify the quantities in the sentences to use.</li> </ul>			
Making and answering phone calls	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write simple invitation cards.</li> <li>Students will be able to create words by adding suffixes such as <b>comfortable, enjoyable, fashionable</b>.</li> <li>Students will be able to write an informal email about their party plans asking for his/her suggestions in accordance with the layout.</li> </ul>			
Ordering meal				

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>10</b> <b>Television</b>	<p><b>Making predictions about the future</b></p> <p><b>Stating an opinion (agreement, disagreement,)</b></p> <p><b>Asking for opinion</b></p> <p><b>Interrupting someone in a conversation politely</b></p> <p><b>Describing fixed arrangements</b></p> <p><b>Talking about the weather</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the main idea and the sequence of events on a TV broadcast.</li> <li>Students will be able to follow the main points of extended discussion around them.</li> <li>Students will be able to distinguish the purpose of the television programs such as educating, entertaining.</li> <li>Students will be able to detect the expressions used to interrupt someone in a conversation politely.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the minimal pairs in short, simple spoken interaction.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to agree or disagree with others.</li> <li>Students will be able to talk about TV programs.</li> <li>Students will be able to analyze media messages.</li> <li>Students will be able to talk about weather conditions.</li> <li>Students will be able to talk about their plans for the future.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to recognize the highest frequency vocabulary including several cognates in a short, simple text.</li> <li>Students will be able to find out the topic and supporting sentences in the text.</li> <li>Students will be able to identify easily confused words in a text or a dialogue such as make and do.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".</li> <li>Students will be able to prepare a TV schedule.</li> <li>Students will be able to list pros and cons of television.</li> </ul>	<p>I think/in my opinion/ to me, we won't use television in near future, because... I totally disagree with you, I think vice versa. 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. No doubt about it. You have a point there. I was just going to say that.</p> <p>I am going to fly to New York this summer. I've already bought my ticket. We're gonna meet at the café. -I won't be in Ankara for some time. -When will I see you again? -My family and I are going to come back in September.</p> <p>-Are you coming to the movie this afternoon? -I'm afraid I can't. I'm meeting my friends at the café.</p> <p>Do you have anything to say about this? I think quiz shows are good for people to be more intellectual. What's your favourite TV programme? Can I add something here?/ If I might add something/ Sorry to interrupt that.</p> <p>What will the weather be like tomorrow? I think it will be cold and snowy.</p> <p>Future TV and devices will be multi-functional. The TV will be the centre of home intelligence, a game centre, a conference system.</p>	<p>TV Radio Podcasts Magazine Newspapers Brochures Print Media Comics Internet Websites Graphics/Charts Poems Songs/Chants Jigsaw Puzzle Note Taking Summary Writing Oral Presentations Simple Discussions Poster Advertisements Cause and Effect Essays <b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>



THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
11 School Life	Talking about obligation and prohibition	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify lexis and jargon related to school life, family and free time activities.</li> <li>Students will be able to answer the questions about school life after listening.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice intonation in asking and answering WH- questions in daily conversations.</li> <li>Students will be able to practice /w/ and /v/ sounds (World Wide Web, Wary, Very, Wet, Vet, etc).</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about what is happening in a place/ picture etc.</li> <li>Students will be able to talk about dos and don'ts.</li> <li>Students will be able to talk about their school subjects and facilities.</li> <li>Students will be able to talk about the importance of education rights.</li> <li>Students will be able take part in a conversations in everyday life situations.</li> </ul>	<p>/w/ one, wet /v / heavy, five</p> <p>"Today, the most important and productive duty of all of us is the national education affairs. We have to be absolutely successful in this area and we shall. This is the real salvation of a nation." M.K.Atatürk</p> <p>-How do you come to school? -I come to school by bus/ on foot.</p> <p>Which subject do you like most? I like... most. What's your favourite ..? My favourite... is... What kind of... do you like?</p> <p>Republic Day is a national holiday in Turkey, always celebrated on 29th October. We celebrate The Children's Day on 23th April. Because Atatürk dedicated the Turkish Republic to children.</p> <p>What are your school rules? We have to wear a uniform, but we don't need to wear it when we attend a course. We mustn't make any noise. You can't sleep in the class.</p> <p>I always remember/ never forget learning the first lesson of my life. Please remember to bring my dictionary. In fact I don't want to stop wearing uniform at school. His mum always lets him go trekking with his friends. But my dad never allows me to do that!</p> <p>-I want to take up playing the guitar. -Just wonderful! Jogging is a great thing for me after the exams.</p> <p>-I'm broke these days. -Sorry, I don't have enough money to lend you.</p> <p>-How about going to the cinema after school? -Sorry, I'm too busy to go out. She is tall enough to play in the basketball team. In the picture I can see... In the middle of the picture...</p>	<p>Realla Surveys Class Profile Posters Letters Short Reading Texts Information Gap Activities Role Plays Announcements Miming and Acting Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA</p>
	Talking about national, moral and cultural values	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify National Festivals in Turkey in the text.</li> <li>Students will be able to find out the topic of the text.</li> <li>Students will be able to read a short text on effective time management skills to identify the ones that they have and they don't.</li> <li>Students will be able to discover phrases in the text about obligation and prohibition.</li> <li>Students will be able to find out whether something is sufficient or more than needed</li> <li>Students will be able to recognize gerund and infinitive in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to prepare charts about school rules to display in the class.</li> <li>Students will be able to write a formal letter to the school administration about their needs, demands in accordance with the layout by applying basic capitalization, spelling and punctuation rules when writing.</li> </ul>	<p>Using the language both in formal/ informal settings</p> <p>Using verb patterns</p> <p>Talking about National Festivals</p>	

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>12</b>				
<b>Detective Stories</b>	<p><b>Asking for detailed information</b></p> <p><b>Describing past activities</b></p> <p><b>Talking about sequential actions</b></p> <p><b>Describing people and places in detail</b></p> <p><b>Expressing common responses</b></p> <p><b>Telling stories</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to put the events in the correct order without listening the end of the story.</li> <li>Students will be able to listen to the text to match vocabulary related to detective stories.</li> <li>Students will be able to guess the end of the story.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice the sounds /æ/ and /e/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to act out a role play in a crime scene.</li> <li>Students will be able to create a meaningful story by uttering several sentences in a row and taking turns.</li> <li>Students will be able to tell a story by describing people and places in detail.</li> <li>Students will be able to express common responses related to the topic.</li> <li>Students will be able to ask and answer detailed questions.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read a short detective story to find out the setting and what happened in the story.</li> <li>Students will be able to fill in the timeline with events and dates in the text.</li> <li>Students will be able to identify lexis and jargon related to the topic.</li> <li>Students will be able to tell past events in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to make an outline to write a story.</li> <li>Students will be able to write the end of a given unfinished detective story.</li> <li>Students will be able to write an email describing an imaginary crime scene.</li> </ul>	<p>/æ/ cat ,black / /e/ egg ,bed</p> <p>-First, there was a sudden noise... When we entered the room, there was a person lying on the ground. The police talked to all suspects and took notes on their whereabouts at the time of the murder.</p> <p>-When did you hear the gunshot? -I heard the gunshot while I was reading a book. I immediately went to the hall and saw a man running.</p> <p>-When did you finish school? -I finished the school two years ago.</p> <p>I ran into a friend while I was walking to school.</p> <p>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.</p> <p>yesterday, yesterday evening, two hours ago, in 1998, last weekend, last summer, last Friday</p> <p>-Can I ask some questions about the case? -Sure! Go ahead.</p>	<p>Movies</p> <p>Surveys</p> <p>Short Texts</p> <p>Role plays</p> <p>Questioning</p> <p>Drama (Plays)</p> <p>Cue - cards</p> <p>Picture Strips</p> <p>Songs</p> <p>Email</p> <p>Alternative Ending to a Story</p> <p>Communicative Games</p> <p>Collaborative Story Writing</p> <p>Movie Review</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>READING TIME</p> <p>EBA</p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>13</b> <i>Old Times</i>	Describing habits and routines in the past	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to catch the details of a narration on old times.</li> <li>Students will be able to locate specific information in charts.</li> <li>Students will be able to identify which sentences express positive and negative deduction.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice /ð/ and /f/ sounds.</li> </ul>	<p>/ð/ three, thank /f/ that, mother</p> <p>Egyptians used to mummify their deads. We used to live in a small town when I was young, but now we live in a big city.</p> <p>-What did she use to do when she was a child? -She used to carry her blanket with her.</p> <p>-Were there any traffic jams 50 years ago? -No, there didn't use to be any traffic jams in the main streets of this city.</p>	<p>Movies</p> <p>Documentaries</p> <p>Short texts</p> <p>Scanning and Filling in Charts</p> <p>Posters of Past and Present</p> <p>Completing TimeLines with Events and Dates</p> <p>Collaborative Story Writing</p> <p>Pictures of a City in Turkey in the Past and Now</p> <p>Descriptive Paragraphs</p> <p>Communicative Games</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	Talking about ancient civilizations all over the world	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to give a short presentation on historic places of a city.</li> <li>Students will be able to talk about the things that their grandparents used to do.</li> <li>Students will be able to talk about something they are sure or not sure.</li> <li>Students will be able to share general knowledge about old civilizations in Anatolia with the class.</li> <li>Students will be able to compare pictures of a city to tell the differences between past and now.</li> <li>Students will be able to describe a photo related to the topic.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read short texts on social/ educational/ technological lives of old times around the world to find headings.</li> <li>Students will be able to identify the differences between the lifestyles and customs of people in the past and the ones in 21<sup>st</sup> century.</li> <li>Students will be able to complete a dialogue according to the given situations.</li> <li>Students will be able to highlight phrasal verbs in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to study the plan of a descriptive paragraph.</li> <li>Students will be able to write a short descriptive paragraph on old civilization they presented in speaking.</li> <li>Students will be able to write an interview about memories of an old person.</li> </ul>	<p>These girls are looking at the map. They may/ might/ must be tourists.</p> <p>Two million people live in there. It can't be a small city.</p> <p>The old lady has a lot of servants. She must be very rich.</p> <p>Look up the dictionary to learn the meaning of the words.</p> <p>Look through the encyclopedia to learn more about the Hittite Civilization.</p> <p>In the middle of the picture... In the picture there must be... At the bottom/ top of the picture... On the left/ right... Maybe/ probably/ definitely...</p>	
	Describing a photo			

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>14</b></p> <p><b>Travel</b></p>	Taking part in interviews	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to complete a dialogue to make reservation.</li> <li>Students will be able to get simple information on travel.</li> <li>Students will be able to identify movements of things/people in the text/ dialogue.</li> </ul>	<p>Where have you been? Have you ever...? I have visited ...</p> <p>-Did you like there? -Yes, it was the most beautiful scenery I've ever seen.</p> <p>-Have you finished your final report? -Yes, I've just finished it.</p> <p>-I'm going to travel to Hanoi and taste some street food there. Can you please give me some suggestions?</p> <p>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?</p> <p>-I'd like to buy a train ticket to London. -Single/ Return ? -One way ticket, please. -Which platform is it? How many stops is that? Would you like a window or an aisle seat?</p> <p>The train goes through the tunnel. The ship sailed across the river. The car went down the hill.</p> <p>-Which countries have you visited so far? -I've visited...</p> <p>-How long did the voyage take? -The voyage from Europe to India took 7 days by transatlantic.</p> <p>-Going back to what I was/ by the way/ Excuse me?? As I was saying.../ Is that right?</p>	<p>Movies</p> <p>Maps (city and country)</p> <p>Realia</p> <p>Information Gap Activities</p> <p>Currencies</p> <p>Announcements</p> <p>Phone Conversations</p> <p>Flight Schedule Screens</p> <p>Surveys</p> <p>Role plays</p> <p>Problem Solving Activities</p> <p>Websites</p> <p>Brochures</p> <p>Writing Postcards</p> <p>Songs</p> <p>Communicative Games</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	Talking about past and present events/ experiences	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice intonation in question tags (both rising and falling).</li> </ul>		
	Making reservations	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to ask about the others' experiences to exchange ideas.</li> <li>Students will be able to make reservations before their travels.</li> <li>Students will be able to talk about what they would like to do on their holidays.</li> <li>Students will be able to deal with most situations likely to arise when making travel arrangements.</li> <li>Students will be able to act out a dialogue in groups to make a travel plan.</li> </ul>		
	Exchanging ideas and plans	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to match vacation types with the pictures.</li> <li>Students will be able to fill in flight/ train schedules for different routes in a foreign country.</li> <li>Students will be able to highlight the means of transportation in the text.</li> <li>Students will be able to discover the difference between meanings of easily confusing words.</li> </ul>		
	Asking for approvals	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an informal e-mail about their holiday experiences.</li> <li>Students will be able to prepare a travel guide.</li> <li>Students will be able to fill in a guest registration form for the hotel they are going to stay.</li> </ul>		
Expressing movements				

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>15</b> <b>Sports</b>	Talking about events that began in the past and is still in progress	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to listen to match the pictures with the sports.</li> <li>Students will be able to listen to complete the information about sportsmen.</li> <li>Students will be able to take notes to answer the questions about the text.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice reduction of auxiliaries in affirmative sentences and questions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to express themselves in short exchanges using false starts and fillers.</li> <li>Students will be able to talk about beneficial effect of sports on body.</li> <li>Students will be able to talk about how long and how often an action has been happening.</li> <li>Students will be able to talk about indoor/ outdoor sports they have done so far.</li> <li>Students will be able to express purposes in their speech.</li> </ul>	<p>-I've already interviewed a well-known footballer X.</p> <p>-Why don't you give us some details about the interview?</p> <p>Although he has been diving for five years, he spends all his spare time playing football.</p> <p>-Why have you been working for years?</p> <p>-Because time passes quickly when you're busy and this is gorgeous.</p> <p>-Yesterday was really cold but today is even colder.</p> <p>-Yes it has been absolutely freezing for five days.</p> <p>-Don't waste your time by playing computer games!</p> <p>-Are you kidding? I have been fixing it since morning, and I'm completely exhausted.</p> <p>It's impossible to jump over 3m for a high jumper.</p> <p>This ball is for playing rugby.</p> <p>The trainer is always here in order to lead the team.</p> <p>He has bought new trainers so that he can run faster.</p> <p>Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean</p>	<p>Videos TV/ Radio Realia Note Taking Magazines Biographical texts Information Gap Activities Announcements Surveys Role-plays Websites Brochures Writing Postcards Songs Communicative Games</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	Expressing purpose	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read biographies of famous sportsmen to catch the details.</li> <li>Students will be able to talk about how a sport has changed successful sportsmen's lives in the text.</li> <li>Students will be able to tell past events and experiences in text.</li> <li>Students will be able to identify confusing verbs.</li> <li>Students will be able to identify words that give gradually strong meaning.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to prepare a sports magazine.</li> <li>Students will be able to write a short paragraph about an outdoor/ indoor sports activity.</li> </ul>		

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>16</b></p> <p><b>Helpful Tips</b></p>	<p>Talking about general truth</p> <p>Talking about possible conditions</p> <p>Talking about consequences</p> <p>Talking about helpful tips</p> <p>Expressing approvals</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to analyze the situation and the phrases related to giving and receiving advice.</li> <li>Students will be able to identify the expressions of approvals.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice / s/ and / i:/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to express approvals in their speech.</li> <li>Students will be able to give and receive advice.</li> <li>Students will be able to produce tips to manage stress/tiredness.</li> <li>Students will be able to talk about helpful tips to be a successful student.</li> <li>Students will be able to talk about household chores they are responsible for.</li> <li>Students will be able to talk about possible conditions.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify given advice in the text.</li> <li>Students will be able to read the text for specific information.</li> <li>Students will be able to identify general truths in the text.</li> <li>Students will be able to match headings with paragraphs.</li> <li>Students will be able to identify household chores collocations in the text such as sweep the floor, take out the garbage, set the table.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to prepare a notice board adding helpful tips on studying more effectively.</li> <li>Students will be able to write a letter to an advice column answering classmates's problems.</li> <li>Students will be able to apply basic capitalization, spelling and punctuation rules when writing.</li> </ul>	<p>/ s/ live, which / i:/ see, we</p> <p>If you smell gas, take immediate action. First, open windows as soon as possible if there is a gas leak.</p> <p>When/ if you mix blue and yellow, you get green. Water boils at 100°C when/ if you heat it.</p> <p>-You perform daily activities more quickly when/ if you know routines. -It means "Unless you know routines, you don't perform daily activities." Is it true?</p> <p>Don't study later than the time you usually go to sleep if you want to be energetic the next day.</p> <p>You should/ ought to have educational goals if you want to be successful. If you aren't good at solving problems, you could ask for help from your Maths teacher.</p> <p>You had better take deep breaths if you want to overcome the stress.</p> <p>-Can you buy some milk for me, sweetie? -Sorry, dad. I'm doing my homework.</p> <p>-Could you please give me a hand, mum? -Certainly!</p> <p>-I wasn't well yesterday. -Neither were I. -She has booked for two. -So has he.</p>	<p>Movies Signs Realia</p> <p>Online or Offline Magazines Advice Letter Jigsaw Readings Scanning and Matching Solutions with Problems Role Plays Reading and Acting out Dialogues Songs Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA</p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>17</b> <b>Food and drinks</b>	Talking about interests  Describing actions and processes  Making generalizations  Talking about food and drinks  Talking about customs and traditions	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to match the pictures with food and drinks.</li> <li>Students will be able to order the steps of cooking process.</li> <li>Students will be able to find out the ingredients of the recipe.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice the pronunciation of commonly challenging words for Turkish learners of English such as answer, determine, examine, whole, foreign, career.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to compare different countries specialties.</li> <li>Students will be able to talk about the process of digital stories related to the topic.</li> <li>Students will be able to talk about cooking.</li> <li>Students will be able to talk about food and drinks culture and customs throughout the world.</li> <li>Students will be able to talk about what is prepared in different celebrations such as Ramadan, Christmas.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to match pictures with vocabulary about food.</li> <li>Students will be able to scan a text on various world cuisines to find required information.</li> <li>Students will be able to find out cuisines of different countries.</li> <li>Students will be able to identify what the particular kinds of food and drinks are chosen in particular celebrations.</li> <li>Students will be able to read a text on tips about how to create a digital story.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write the recipe of the dishes they cooked.</li> <li>Students will be able to write about how to celebrate their special occasions.</li> </ul>	<p>I'm interested in... I'm good/ bad at.... I'm keen on...</p> <p>-How is the chicken cooked? -It can be roasted, baked or fried. -How is it served with? -With onion-coated potatoes.</p> <p>It smells/ It tastes ... Cooking is a great hobby of mine.</p> <p>-Give me an easy egg recipe for lunch, please -First, slice the peppers into small pieces. Then chop the tomatoes. Later break the eggs into a bowl ...</p> <p>The stove is turned on/ The oven is heated... The pan is heated and ... the table is set.</p> <p>In Ramazan Bayram desserts are cooked, elder people are visited and their hands are kissed.</p> <p>The New Year Festival is the greatest festival in China. It is also known as Spring Festival.</p> <p>Our body needs water. The expiration date of the product is very important for our health.</p> <p>If you want to design your own digital story, first you should...</p> <p>-For the classroom party, the class was cleaned, cake was made yesterday. What about the food and drinks? -I think they're OK.</p> <p>-Are the nuts still being pressed? -Yes, they are going to be pressed in a hydraulic press again and again to extract the delicate oil.</p>	<p>Cooking Programmes Self-Prepared videos Pictures Realla Menu Recipes Shopping Lists Online Shopping Websites Role Plays Digital Stories Putting Pictures/Sentences in Order Songs Communicative Games</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>18</b> <b>Digital Era</b>	<p>Stating personal opinions and preferences in everyday conversations</p> <p>Talking about netiquette and internet security</p> <p>Talking about current events</p> <p>Talking about technological items</p> <p>Stating causes and effects</p> <p>Giving detailed information about people/ places/ events</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify specific information from podcasts in English.</li> <li>Students will be able to note down the reasons why people need technology/ technological items.</li> <li>Students will be able to analyze basic points in a news report.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice sounds/e/ and /ɜ:/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to prepare a Vlog to introduce themselves and their culture to native speakers of English.</li> <li>Students will be able to command on the news they've heard.</li> <li>Students will be able to talk about their preferences in technological items.</li> <li>Students will be able to talk about current events across the world.</li> <li>Students will be able to talk about the importance of netiquette and internet security.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to find out in which fields technological items are developed and used.</li> <li>Students will be able to identify the positive and negative effects of Social Media through the text.</li> <li>Students will be able to identify detailed information about people/ places/ events in the text.</li> <li>Students will be able to highlight new generation in words which are used to define new terminology in Digital Era such as avatar, podcasts.</li> <li>Students will be able to find out the importance of netiquette and internet security in a short text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write formal/ informal emails.</li> <li>Students will be able to prepare a news report for the school magazine by giving detailed information about people, places or events.</li> <li>Students will be able to use chat acronyms.</li> </ul>	<p>/ə/ away, cinema /ɜ:/ turn, learn</p> <p>I prefer tablets over notebooks to read online because...</p> <p>I believe social media will be more important in the future, so everyone should have basic computer skills. Digital devices will be adapted to human brain.</p> <p>Oh no! I'm so sorry to hear that. Really! What did you do? That's rough. That's nice.</p> <p>-Are current educational models and practices fit for the digital era across the world? -Yes, possibly for most of all.</p> <p>1996 is the year when www became available for everyone. The village where/ in which I was born is near Milias. She is my digital friend who has the coolest avatar. I watched a documentary which was about technology and use of social media.</p> <p>I think/ I believe Because/ so/ therefore</p> <p>I prefer, I'd rather...</p> <p>CU (See you) F2F (Face to face) B4N (Bye for now) G4I (Go for it) U2 (You too)</p>	<p>Movies E-poster Generators Podcasts Online Animation Makers Online Survey Generators Movie Makers E-posters E-picture Galleries Class Blogs Sample Blogs (online or offline) Sample Emails Role Plays V-logs (Video blogs and/or diaries) Online Tele-Conversations and Recordings Debate Songs Communicative Games <b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>



THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>19</b> <b>Heroes and Heroines</b>	Talking about imaginary situations	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to recognize the phrases related to imaginary situations.</li> <li>Students will be able to watch or listen to a short cartoon about superheroes to find out their features.</li> </ul>	<p>If I were a superhero, I would help other people. If I had superpowers, I would... If I were invisible, I would... If I were rich, I'd buy ... If I were you, I'd tell the truth.</p>	<p>Movies Brainstorming Charts Cartoons Picture Clues Reading Short Texts Role Plays Writing Short Paragraphs Songs Communicative Games</p>
	Expressing wishes	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice word stress.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about their hero/ heroine in real life (who s/he is and why s/he is their hero((ne)).</li> <li>Students will be able to talk about patriotism.</li> <li>Students will be able to talk about what they would do if they were a hero((ne)).</li> <li>Students will be able to talk about supernatural powers of well-known superheroes/ heroines.</li> <li>Students will be able to ask for and give clarification.</li> <li>Students will be able to express their imaginary wishes at present.</li> </ul>	<p>"My hero is M. Kemal Atatürk because he is a military genius, a leader by birth and a great patriot." If I were a superhero, my superpowers would be...</p>	<p>Discussion of Pictures Reading Short Texts Writing Short Paragraphs Songs Communicative Games <b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>
	Asking for and giving clarification	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read a text to respond to questions about on animation movies.</li> <li>Students will be able to identify lexis and jargon related to lives of heroes in short texts.</li> <li>Students will be able to guess the meanings of the phrasal verbs from the context.</li> <li>Students will be able to place the headings of the text.</li> <li>Students will be able to highlight the words which has defined the hero((ne) in the text.</li> </ul>	<p>A. What do you mean?/ Could you explain that further, please? B. What I mean is that we need to work on this assignment more.</p>	
	Talking about supernatural powers	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a paragraph to describe a superhero((ne) that they created.</li> <li>Students will be able to make an outline for their compositions.</li> <li>Students will be able to write a composition about 'What makes someone a hero((ne)'.</li> </ul>	<p>He wishes he had some free time. I wish you were here. I wish I could fly. My hero can climb up tall buildings. His heroine who can turn into an angle helps everybody in sight.</p>	
	Talking about national, moral and cultural values			

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>20</b> <b>Shopping</b>	<p><b>Expressing an additional amount</b></p> <p><b>Talking about different kinds of clothing and shopping</b></p> <p><b>Using quantities</b></p> <p><b>Asking for and giving permissions</b></p> <p><b>Reporting instructions</b></p> <p><b>Asking for and responding to favor</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to listen for specific information to fill in the blanks in a dialogue on shopping.</li> <li>Students will be able to identify lexis and jargon about shopping.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice intonation in comparative and superlative structures.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to compare things by using keywords and phrases related to shopping.</li> <li>Students will be able to act out a role play on shopping.</li> <li>Students will be able to tell an amusing story they read, heard or lived about shopping.</li> <li>Students will be able to report instructions they hear.</li> <li>Students will be able to ask for and give permission clearly in a dialogue.</li> <li>Students will be able to ask for favors and respond to demands.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to skim a text on clothing in different cultures to find the main idea.</li> <li>Students will be able to identify related lexis and jargon related to the topic.</li> <li>Students will be able to answer comprehension questions about the text.</li> <li>Students will be able to identify compound nouns and phrasal verbs about shopping in the text.</li> <li>Students will be able to highlight quantities in a dialogue.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a short informative paragraph about prices, characteristics of a type of a product and give choices.</li> <li>Students will be able to write a formal complaint letter about shopping by using the given outline.</li> </ul>	<p>The blue shirt is much/a lot/far/ little/ slightly/ more/ less cheaper than the red one.</p> <p>The white shirt is by far the cheapest.</p> <p>-Which one is more expensive? Which is the cheapest one?</p> <p>-Excuse me, do you have a larger size?</p> <p>I want a smaller size shirt, please.</p> <p>I think these red flowers are much more beautiful than the purple ones.</p> <p>-Look at that dress!</p> <p>-It's so expensive for me. Because I have little money to buy.</p> <p>-How about this T-shirt?</p> <p>-I don't want. I have a lot of T-shirts in my wardrobe.</p> <p>It's available in corner shops or Y website (at lower prices).</p> <p>-Have you ever run out of gas on the road?</p> <p>-Oh yes, many times.</p> <p>-Could / May I try the pants on in the fitting room?/ I want to try on the pants.</p> <p>-Of course!/ Sure! It's over there.</p> <p>Tom: Give it to me, Mary. Linda: What did Tom say? Tom told Mary to give it to him.</p> <p>Tom: Don't take it. Tom said not to take it.</p> <p>Could / Would you do me a favor? I need some help. Sure!/ Of course!/ Help yourself! Is it OK if I use your smartphone? No, I'm sorry. I don't have one.</p>	<p>Videos Realia Shopping Lists Online Shopping Websites Putting Pictures/Sentences in Order Group Problem Solving Activities Product Catalogues and Advertisements Brochures Role Plays Complaint Letters Communicative Games <b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>

## HAZIRLIK SINIFI BULUNAN ORTAÖĞRETİM KURUMLARI İNGİLİZCE DERSİ 9. SINIF ÖĞRETİM PROGRAMI (CEFR “B1/B1+” SEVİYELERİ)

9. Sınıf İngilizce Dersi Öğretim Programı, Avrupa Ortak Metni'nde açıklanan B1 ve B1+ seviyelerine denk gelmektedir. Bu sınıfta program, B1 seviyesinin gözden geçirilmesi ile başlar, B1+ seviyesine getirilir. 9. sınıfta yabancı dil eğitimi gören bir ortaöğrenim öğrencisi, yaptığı bu çalışmayla yabancı kültürler ve toplumlar hakkındaki anlayışını pekiştirir ve böylece kendi kültürü ve diğer kültürler arasındaki ayrımları yorumlayabilir. Dil örüntüleri, sözcük bilgisi, biçim bilgisi, sözdizim yapıları ve metinlerin organizasyonu hakkındaki bilgilerini geliştiren öğrenci, İngilizceyi yaratıcı ve eleştirel bir şekilde kullanabilir. Dil ve kültürü araştıran öğrencinin konuşma, dinleme, okuma ve yazma becerileri gelişir, daha önemlisi öğrenci kendisini bağımsız ve akıcı bir dil kullanıcısı yapacak becerileri kazanır. İngilizce programının bu seviyedeki amaçlarından bazıları, öğrencilerin hedef dili konuşan ülkelerin kültür değerlerini tanımalarına ve ayırt etmelerine olanak sağlamaktır. Ayrıca öğrencilerin kendi kültürlerinin ve diğer kültürlerin değerlerini fark ederek farklı olana hoşgörü ve saygı göstermelerini sağlamak ve diğer kültürleri öğrenme ile kendi kültürünü başka kültürlerdeki insanlara aktarmada iletişim becerilerine sahip olmalarına yardımcı olmaktadır.

### **B1+ (Bağımsız Kullanıcı)**

Okul, iş ve boş zamanlar gibi alışılmış konularda standart dil, net bir şekilde kullanıldığında konunun ana noktalarını anlayabilir. Hedef dilin konuşulduğu bir bölgeye yapılan yolculuk sırasında karşılaşılan sorunların çoğunu çözebilir. Yaşadığı olay ve deneyimleri, hayallerini, umutlarını ve hedeflerini anlatabilir; görüşlerini kısa olarak gerekçelendirebilir ve açıklama yapabilir. Bildik ve ilgi alanına giren konular üzerine yalın ve tutarlı bir söylem üretebilir. Bir olayı, bir deneyimi ya da bir düşünceyi anlatabilir, bir beklentiye betimleyebilir ve bir projeye veya bir düşünceye ilişkin gerekçeler ya da açıklamaları kısaca dile getirebilir. Buna ek olarak 9. Sınıf İngilizce Dersi Öğretim Programı; öğrencilerin İngilizce kullanarak kendilerini ifade etme, başkalarıyla işbirliği yapma ve birlikte problem çözme becerilerini geliştirmeyi amaçlamaktadır. Bu genel amaçların çerçevesinde 9. sınıf programında etkileşimli İngilizce dinleme, konuşma, okuma, yazma becerilerini geliştirmek ve sözcük bilgisini zenginleştirmek hedeflenmektedir.

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>1</b> <b>At</b> <b>Leisure</b>	<p>Asking for and giving personal information</p> <p>Talking about daily routines</p> <p>Talking about leisure activities, hobbies, interests and preferences</p> <p>Talking about events that are happening now.</p> <p>Describing feelings</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify frequently used words and phrases about personal information in a dialogue.</li> <li>Students will be able to listen for specific information.</li> <li>Students will be able to identify phrases about hobbies and interests.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice intonation in structures.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to initiate, maintain and end a conversation about the topic.</li> <li>Students will be able to share their daily routines with their classmates.</li> <li>Students will be able to express their feelings related to the topic.</li> <li>Students will be able to talk about the events that are happening now.</li> <li>Students will be able to talk about their preferences.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to find out leisure time activities.</li> <li>Students will be able to identify familiar names, words and basic phrases related to leisure activities.</li> <li>Students will be able to infer the meanings of phrasal verbs from the context.</li> <li>Students will be able to read a text about school clubs to find out their benefits and activities.</li> <li>Students will be able to use the correct forms of the given words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to fill in a club membership form.</li> <li>Students will be able to write online profile.</li> </ul>	<p>-Could you please give more information about yourself? -I'm a sixteen- year- old student. -My family lives in an urban tribe.</p> <p>-What do you do in your spare time? -I prefer fishing to... -Do you relax at weekends? -Yes, I go to...</p> <p>-Would you rather go swimming to be fit? - No, I'd rather go jogging than go swimming.</p> <p>I'm very tired. I'd rather not go out today.</p> <p>-We usually have a big breakfast on Sundays. -I play hockey three times a week.</p> <p>-Do you like coffee? -No, I rarely drink coffee.</p> <p>-What's up? -Nothing. She is just seeing her dentist before training.</p> <p>-I believe he is talking to his coach on the phone. -I see that.</p> <p>Her hobby is fashion. As you see, she looks totally awesome in that purple dress.</p> <p>-He is looking at ...</p> <p>She is studying a lot, so her hope will go down the pan if the result of race isn't satisfying.</p> <p>-You look tired! -Yes, you're right. The long walk is tiring for me.</p> <p>-What are your favorite movies? -Soap operas are usually interesting. I'm interested in watching them.</p>	<p>TV/radio Recordings Games/Fun Note Taking Oral Presentations Songs Filling in a Form Comics Online Profile E-mails Miming and Acting Pictures of Free Time Activities Role Play Newspaper Realla</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>2</b></p> <p><b>Funny Stories</b></p>	<p><b>Narrating events in the past</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● Students will be able to listen for specific information.</li> <li>● Students will be able to put the events in the correct order.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>● Students will be able to pronounce and classify /d/, /t/, /ed/.</li> </ul>	<p>argued /d/, booked /t/ and rented /ed/</p> <p>One day my father was walking through the park when he saw a squirrel... As I was fishing, I fell into the river. Then...</p> <p>-What did you use to do when you were eight ?</p> <p>-I used to ride a three wheeled bicycle.</p> <p>There used to be a lot of trees before the effects of global warming. She would live in a mansion before losing her money.</p>	<p>TV/radio Recordings Games/Fun Cartoons Note Taking Oral Presentations Collaborative Story Writing Songs Comics Map E-mails</p> <p>Short Reading Text</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	<p><b>Talking about past habits</b></p> <p><b>Expressing movements</b></p>	<p>● Students will be able to narrate a story.</p> <p>● Students will be able to tell their past habits.</p> <p>● Students will be able to describe a place by using prepositions of movement.</p> <p>● Students will be able to justify their opinion about the theme, characters, setting and plot of the story by using related expressions such as Everybody knows that..., The reason why ... is..., if you think about it..., Because...</p> <p>● Students will be able to use phrases related to disagreement with their friends' ideas politely.</p>	<p>The thief ran over the fence. The famous singer fell down the stairs on stage. The frog jumped onto the board to kiss the princess in the fairytale.</p> <p>-Why is this character so important to this story?</p> <p>-Because she symbolizes moral strength and integrity.</p> <p>Sorry, but that's different. That is not entirely/ partly true. I think that's not the same thing at all. I'm sorry, but I disagree with you about this. This is a valid point but... I see what you are saying but...</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Students will be able to guess the events in the story from the pictures.</li> <li>● Students will be able to infer the reasons and results of the past events from the story.</li> <li>● Students will be able to illustrate past habits in the story.</li> <li>● Students will be able to identify the useful phrases in a story such as time phrases, beginning and concluding expressions.</li> <li>● Students will be able to identify prepositions of movement in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Students will be able to write an anecdote by following instructions.</li> <li>● Students will be able to use sequencing words in their writing.</li> </ul>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>3</b></p> <p><b>Environmen</b></p>	Talking about natural facts	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to listen to a telephone conversation or news to fill in the blanks with the missing words.</li> <li>Students will be able to listen for specific information to complete a table.</li> <li>Students will be able to classify phrases expressing plans, intentions and predictions in the text they've listened.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to pronounce /aʊ/ and /ɔɪ/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about natural and manmade disasters.</li> <li>Students will be able to discuss their ideas by using lexis and jargon related to natural environment.</li> <li>Students will be able to talk about the environmental problems they observe in their town/ city.</li> <li>Students will be able to talk about their plans for a better environment.</li> <li>Students will be able to talk about environmentally friendly products.</li> </ul>	<p>/aʊ/ blouse, mouth /ɔɪ/ noise, enjoy</p> <p>-How do you think global warming will affect the Earth?</p> <p>-Most animals will disappear in the future, so save endangered animals. Besides, sea level will rise by the end of this century due to global warming.</p> <p>If global warming goes on, the Earth's climate is going to change.</p> <p>Unless we take necessary precautions, water wars can break out.</p> <p>Our planet will remain for only a few years more as long as/ supposing that we don't care about it.</p> <p>American explorers are flying to the Arctic region to measure the temperature changes next week.</p> <p>-What will change on the Earth 15 years later?</p> <p>-Most part of the world will probably submerge with the result of melting ice cap.</p> <p>-Look! He is driving so fast. He's gonna bump into that tree.</p> <p>-Oh my God! What does he wanna do?</p> <p>Scientists are going to study on pure water on the planet Mars.</p> <p>I can't wait until....</p> <p>Sooner or later we will clean the polluted rivers and lakes.</p> <p>I'm counting the days till....</p> <p>I will try to put off... as long as I can.</p>	<p>TV/radio Recordings Games/Fun Newspaper</p> <p>Telephone Conversation News</p> <p>Television Programme Note Taking Oral Presentations Songs</p> <p>Descriptive Texts Survey on Nature/Environment E-mails Brochure Posters</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	Talking about plans and predictions	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to relate events to conditions about natural events in the text.</li> <li>Students will be able to guess the meaning of new vocabulary, phrasal verbs and collocations.</li> <li>Students will be able to identify the topic sentence, supporting ideas and concluding sentence in a paragraph.</li> <li>Students will be able to highlight common future forms in the text/ dialogue.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write their plans about protecting the environment in a paragraph by following steps (e.g. topic sentence, supporting ideas, closing sentence, ...).</li> <li>Students will be able to prepare a poster about environmental problems.</li> </ul>	<p>Students will be able to write their plans about protecting the environment in a paragraph by following steps (e.g. topic sentence, supporting ideas, closing sentence, ...). </p>	<p>Students will be able to write their plans about protecting the environment in a paragraph by following steps (e.g. topic sentence, supporting ideas, closing sentence, ...). </p>
	Talking about fixed future arrangements	<p><b>Explaining about conditional situations</b></p> <p><b>Expressing attitude to the future</b></p>	<p>Students will be able to explain about conditional situations.</p> <p>Students will be able to express their attitude to the future.</p>	<p>Students will be able to explain about conditional situations.</p> <p>Students will be able to express their attitude to the future.</p>

English

CEFR B1/B1+

9<sup>th</sup> Grade

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>4</b></p> <p><b>Learn from Yesterday - Live for Today</b></p>	<p>Comparing completed events in the past and events connected with present</p> <p>Talking about experiences</p> <p>Giving and receiving news</p> <p>Modifying actions</p> <p>Comparing things, people and events</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to listen for specific information about technology.</li> <li>Students will be able to complete a song.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to pronounce of past participle forms of the verbs.</li> <li>Students will be able to pronounce /h/, /j/, /dʒ/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about their experiences related to the topic.</li> <li>Students will be able to compare innovations in technology in the past with current technology in various fields of social life, such as communication, transportation, education.</li> <li>Students will be able to use phrases to express hesitation.</li> <li>Students will be able to use modifying actions in their speech.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify specific information in a written material such as a newspaper article.</li> <li>Students will be able to discover the difference between completed and incompleted actions in the past in the text.</li> <li>Students will be able to identify new phrases in a text to match them with their meanings.</li> <li>Students will be able to identify the linking words that express cause and effect.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able make an outline to write an essay.</li> <li>Students will be able to write an essay on lifestyles comparing past and today.</li> <li>Students will be able to use new phrases and linking words they've learned in their writings.</li> </ul>	<p>house /h/, use /j/, just /dʒ/</p> <p>-I have great news for you! My brother has appeared on TV. -Cool! When? -Yesterday.</p> <p>-Were there PCs 20 years ago ? -Yes, but today they are more complicated.</p> <p>-How long have you studied here? -I've studied here for three years, and you? -Almost 4 years.</p> <p>-Why is she typing fast? -I guess, she's late. So she has been in a hurry to fill out the online application form on the Internet.</p> <p>-Have you seen Terry lately? -He became a screen addict, so I've hardly seen him.</p> <p>-I'm not surprised. Most of time he behaves in a silly way. -As usual.</p> <p>-How's your English going? -Oh, it's much better these days, thanks to the new education programme, it's easier than before and I know more words. I can speak more confidently as well. It's great. -I'm really glad to hear it. Keep up the great work! The more you study the more successful you will be</p> <p>-You look confused! -Yeah! This is the most complicated device I've ever seen.</p> <p>I couldn't send my essay to my teacher because of not having the Internet connection, therefore I failed. -Sorry? You want to know what I think about this? -Excuse me?! Sorry? Well...um...it depends, really.</p>	<p>Postcards Note Taking Oral Presentations Songs Articles Newspapers Role Play Communicative Games Internet Websites IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA</p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>5</b></p> <p><b>Be Healthy, Live Happy!</b></p>	<p>Talking about events that began in the past and is still in progress</p> <p>Expressing degrees of certainty, deduction and criticism for the events in the past</p> <p>Talking about healthy food</p> <p>Talking about health threats</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the main idea of the text or dialogue.</li> <li>Students will be able to respond to interview questions.</li> <li>Students will be able to answer the comprehension questions.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice suffixes.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about health problems using certainty, possibility phrases in the past.</li> <li>Students will be able to talk about health care using/criticism phrases in the past.</li> <li>Students will be able to give and receive advice about health.</li> <li>Students will be able to talk about how long and how often they have done an action to be healthy.</li> <li>Students will be able to talk about diseases and medical problems.</li> <li>Students will be able to discuss the things that threaten human health.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to scan the text for specific information.</li> <li>Students will be able to identify the actions that started in the past and still continue.</li> <li>Students will be able to distinguish between modals of deduction and prediction in the text.</li> <li>Students will be able to transfer required information related to health into a table, diagram or fact file.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an essay about healthy life.</li> <li>Students will be able to use expressions and conjunctions about health in the essay.</li> </ul>	<p>effect-ive, music-al, difficult-y, improve-ment</p> <p>-I have put on weight recently.</p> <p>-I have warned you several times about the harm of eating junk food. You should/ ought to/ had better...instead.</p> <p>-What have the students done this morning?</p> <p>-They have filled in a form about their eating habit.</p> <p>-How long have you been taking the medicine?</p> <p>-Since Friday.</p> <p>-Why doesn't Liz apply for the job?</p> <p>-I wonder it, too. If she applied, she could get it.</p> <p>-Have you seen Mary recently?</p> <p>-Yes, she's skinny. She must have gone on a diet. Because she has lost too much weight.</p> <p>-Why hasn't she arrived yet?</p> <p>-She might have gone to hospital.</p> <p>My ankle swelled up like a balloon when I sprained it.</p> <p>I'm coming down with a cold. I hope I can get better in a few days.</p> <p>-How do you feel today?</p> <p>-A little under the weather. / Not so great./ A bit rough./ Much the same as yesterday./ I feel lousy.</p>	<p>TV/radio</p> <p>Recordings</p> <p>Games/Fun</p> <p>Postcards</p> <p>Note Taking</p> <p>Oral Presentations</p> <p>Songs</p> <p>Table/ Diagram/ Fact File</p> <p>Menu</p> <p>Descriptive Texts</p> <p>Comics</p> <p>Survey on Eating Habits</p> <p>Articles</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>



THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>6</b> <i>An Ideal World!</i>	<p><b>Expressing desires and imaginary situations</b></p> <p><b>Asking for confirmation</b></p> <p><b>Talking about an ideal world</b></p> <p><b>Discussing about the most basic human values</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to catch the main point of an interview on TV/ radio.</li> <li>Students will be able to find out information about basic human values related to the topic.</li> <li>Students will be able to find out lexis and expressions related to gerund and infinitive use in different sentence types.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to pronounce rising and falling intonation of tag questions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to complete their partners' statements about imaginary situations.</li> <li>Students will be able to exchange their ideas about their ideal world.</li> <li>Students will be able to present their studies they have written about their ideal world by using visuals.</li> <li>Students will be able to ask for confirmation in a dialogue.</li> <li>Students will be able to talk about given sayings about universal values, such as honesty, moral, qualities told by wise men.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to scan the text for specific information.</li> <li>Students will be able to express the purpose of the text.</li> <li>Students will be able to highlight confusing verbs and phrasal verbs to find out the meanings.</li> <li>Students will be able to identify gerund and infinitive.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write their feelings about the world they live in.</li> <li>Students will be able to write about their ideal world such as their ideal school, family, country, friendship, etc.</li> <li>Students will be able to join the sentences using linking words.</li> </ul>	<p>-Japan is a beautiful country, isn't it? -Yes, that's right. It has very beautiful historic sites, doesn't it?</p> <p>If I became the Prime Minister... What would you do if...? I could travel all over the world if... I wish/ if only...</p> <p>Have you ever come across such an idealist person? He has come up with an idea that will change his community for the better.</p> <p>-Life is more abstract in practical terms. The world firstly requires the unity. Allow us to join hands, have a good friendship. Expecting people to live in peace isn't a dream...</p> <p>I wish everybody suggested helping people who are in need.</p> <p>-Did you see the young draw the pink graffiti on the wall? Who let them draw? -No, I only saw them drawing.</p> <p>-Some countries had better sign Kyoto protocol, hadn't they? -Yes, I agree with you.</p> <p>I find it difficult to open my heart to people.</p> <p>I remember reading Mevlana first time. -Have you ever heard Jenny sing/ singing a song on an ideal world? -Once.</p> <p>For an ideal world: "Peace at Home, Peace in the World." <i>Mustafa Kemal Atatürk</i> "Come again, please, come again. Whoever you are." <i>Mevlana Celaleddin Rumi</i></p> <p>The government had better support farmers to grow much more crops and raise more cattles and horses.</p>	<p>TV/Radio Recordings Games/Fun Newspapers Postcards Maps Note Taking Spoken Presentations Songs Descriptive Texts E-mails Comics Blogs</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>7</b></p> <p><b>Generation Z</b></p>	<p>Talking about an event earlier than the main event in the past</p> <p>Describing people, places and things</p> <p>Giving additional information about people, places and things</p> <p>Expressing contrast</p> <p>Discussing about the most basic human values</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to respond to the questions related to the topic.</li> <li>Students will be able to catch the specific information.</li> <li>Students will be able to find out contrast situations and ideas.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice two or three consonant sounds and write them in the correct place in the table. (e.g. fridge-white-change-purple)</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to describe the things, people and places by giving additional information.</li> <li>Students will be able to give opposite ideas by using contrast phrases on the topic.</li> <li>Students will be able to talk about reasons and effects of school bullying.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to find out the main idea and supporting sentences in the paragraphs.</li> <li>Students will be able to identify the events before another one in the past in the text.</li> <li>Students will be able to identify descriptions of people, places and things in the text.</li> <li>Students will be able to guess the meaning of collocations about technology such as upload, download, online, offline.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to make an outline to write an opinion essay.</li> <li>Students will be able to express their ideas by using opinion phrases.</li> <li>Students will be able to write a short opinion essay about the unique aspects of Generation Z.</li> </ul>	<p>-Sally is going everywhere by car. -Well, after she had learned how to drive, she felt more independent. When I woke up this morning, my roommate had already left.</p> <p>-What do you mean by generation Z? -Generation Z, who were born between the mid- 1990 and the early 2000s, have grown up with the Internet, mobile phones and social media since they were children.</p> <p>There are a lot of computers in the ICT room most of which are old generation. The ICT room, where we study, is comfortable and peaceful, so we have a great time. The student whose English isn't quite well wants to enroll this course. The text (which) I sent to you yesterday was translated from German.</p> <p>Despite/in spite of being very young, generation Z are very talented on using technology. Although her house is nearby, I seldom see her.</p> <p>I suppose that... As far as I know... I would say that...</p> <p>School managers and teachers should be in cooperation to discourage cyberbullying among students.</p>	<p>TV/radio Recording Games/Fun Note Taking Opinion Essay Oral Presentations Songs Descriptive Text Comics Survey on Personal Life (find someone who) E-mails</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
8 <b>Festivals</b>	Emphasizing actions rather than doers	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to predict the sounds of places they hear such as a party, a festival, a concert, a wedding party.</li> <li>Students will be able to match the pictures of festivals with the text they hear.</li> <li>Students will be able to find out missing information in the text about a culture trip while listening.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to pronounce /eɪ/ and /aɪ/.</li> </ul>	<p>/eɪ/ rain, stay /aɪ/ bike, like</p> <p>-Is Baby Jumping Festival in Spain or Italy? -It has been held in the Province of Burgos, Spain since 1621.</p> <p>The 42nd of Silifke Culture Festival was celebrated between 20th and 26th May in 2015.</p> <p>-Who and when do the invitations need to be sent by? -By the organizer only a week before the festival.</p> <p>-When had the street been decorated with colourful lanterns? -Before the foreign guests were invited.</p> <p>She enjoys listening to live music in an urban fun fair. Nobody believed, but he was still alive after collapsing in Kite Festival.</p> <p>In Baby Jumping Festival, the winner baby is such a lively baby that she's never stopped moving.</p> <p>Street festival will be held next summer. The festival was called off one week ago. The tradition dates back to the Middle Ages.</p> <p>Cheer up! Practice makes perfect. Look on the bright side... Every cloud has a silver lining. There are plenty more fish in the sea.</p>	<p>TV/Radio Recordings Games/Fun Postcards and Greeting Cards Maps Pictures Note Taking Oral Presentations Songs Descriptive Texts Comics Survey on Festivals Brochures Posters E-mails</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	Making oral presentations	Using expressions that motivate people	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to use expressions motivating people in a dialogue.</li> <li>Students will be able to present their studies they have written about an unusual/ local festival by using information technologies.</li> <li>Students will be able to share their ideas about which festival they would like to attend and give the reasons.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to scan the text on unusual festivals in different cultures.</li> <li>Students will be able to predict the title of the reading passage.</li> <li>Students will be able to match the pictures with the related festival headings.</li> <li>Students will be able to identify passive actions in the text.</li> <li>Students will be able to match phrasal verbs with their meanings.</li> <li>Students will be able to discover the difference between meanings of the confusing words in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write about a local festival using active and passive sentences.</li> <li>Students will be able to use new vocabulary on festivals in their writings.</li> </ul>	Talking about festivals

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>9</b> <b>Reviews</b>	Talking about impossible conditions and imaginary results in the past	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to listen to match the photos of film or book posters with reviews.</li> <li>Students will be able to distinguish between facts and imaginary situations in the past.</li> <li>Students will be able to identify the lexis and vocabulary related to the topic.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice prefixes.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to express their regrets in the past.</li> <li>Students will be able to report imperatives and requests they have heard.</li> <li>Students will be able to express their ideas about what would have happened if the events in films or books had developed unexpectedly.</li> <li>Students will be able to talk about the latest movie they have seen or the book they have read.</li> </ul>	<p>un- believable    dis-honest im-patient      ir-regular</p> <p>If the lifeboats on the board of Titanic had been enough, more people would have been survived.</p> <p>If my dad had let, I'd have gone to the movie with my friends in those days.</p> <p>-Why did the teacher open a discussion in the lesson in 1967's movie 'To Sir with Love'?</p> <p>-Lack of respect. The teacher wouldn't have opened discussion if the students had discovered the value of self-respect.</p> <p>-I wish I had read her latest novel before watching the adaptation on TV.</p> <p>-Unfortunately, it is too late.</p> <p>-If only the dog hadn't been sent to the dog shelter. -But they sent him two days ago. What a pity!</p> <p>I advise you to watch the final of the movie. The physiologist warned the children not to watch violent films.</p> <p>-Can I have a ticket for the comedy film? -Pardon? -She asked for the ticket.</p> <p>She asked me to be quiet while watching the movie.</p>	<p>TV/radio Recordings Games Movies Posters Note Taking Oral Presentations Songs Descriptive/Biographical Texts Comics Survey Blog</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>
	Reporting imperatives and requests	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read a film/ book review.</li> <li>Students will be able to identify the steps of writing a review.</li> <li>Students will be able to guess the meaning of phrasal verbs from the context.</li> <li>Students will be able to identify reported imperatives and request in the text.</li> <li>Students will be able to use collocations such as watch over and over, well-deserved related to the topic.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a book or film review by following the steps of writing a review.</li> <li>Students will be able to use linkers, new phrases and vocabulary in their writings.</li> </ul>	<p>Talking about movies/ books</p>	

English

CEFR B1/B1+

9<sup>th</sup> Grade

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>10</b>		<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to find out the main point of an interview on TV/ radio.</li> <li>Students will be able to answer the questions related to a song.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice homophones and homonyms.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to report the sentences that famous people have said about their lives and experiences.</li> <li>Students will be able to present the success story of a person they have interviewed.</li> <li>Students will be able to talk about why they should never give up their goals.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to skim the text to find out the main idea.</li> <li>Students will be able to identify certain results in the text.</li> <li>Students will be able to read success stories to answer the comprehension questions.</li> <li>Students will be able to find out reported sentences in the text.</li> <li>Students will be able to guess the meaning of new vocabulary and separable, inseparable phrasal verbs from the context.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to make an interview with a person that has a remarkable success story.</li> <li>Students will be able to rewrite the answers of the interviewee by using reported speech.</li> </ul>	<p><b>Homophones:</b> plane/plain, some/ sum <b>Homonyms;</b> can ( be able to ) can ( a container )</p> <p>-What did the teacher ask you? -The teacher asked us whether/ if I would finish my project the following day.</p> <p>She told us to study hard. She asked me what I did.</p> <p>By studying regularly, he comes out on top.</p> <p>Our teachers go above and beyond to please their students. I went after my dream and now I'm a famous actor.</p> <p>-You made that crazy story up, didn't you? -No not me! My little brother.</p> <p>We should never give up because we all become better at things by trying.</p> <p>Despite being very inexperienced, he made such a persistent attempt that he got the job./ He was so persistent that he got the job.</p> <p>My trainer always says "if opportunity doesn't knock, build a door".</p> <p>-What has she said to him? -She has told him that she doesn't want to give up next year.</p> <p>-What did your brother say? -My brother said that he didn't want to give up that year.</p> <p>-Mum, some friends say that I can't win the race. -Oh my dear! The greatest pleasure in life is doing what people say you cannot do.</p>	<p>TV/radio Recordings Games/Fun Interview Note Taking Oral Presentations Songs Descriptive/Biographical Texts Comics Survey on Personal Life (find someone who) E-mails</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>
<b>Never give up!</b>	<p>Reporting statements</p> <p>Reporting questions</p> <p>Expressing certain results</p> <p>Talking about goals in life</p>			

## HAZIRLIK SINIFI BULUNAN ORTAÖĞRETİM KURUMLARI İNGİLİZCE DERSİ 10. SINIF ÖĞRETİM PROGRAMI (CEFR “B1+/B2” SEVİYELERİ)

10. Sınıf İngilizce Dersi Öğretim Programı, Avrupa Ortak Başvuru Metni’nde belirlenen düzeylerden B1+ ve B2 (Bağımsız Kullanıcı) düzeylerine denk gelmektedir. Bu sınıfta program, B1+ seviyesinin gözden geçirilmesi ile başlar, B2 seviyesine getirilir. Bu düzeydeki öğrenci grubunda geliştirilmesi beklenen, bilinen konular ve kişisel ilgi alanları hakkında kendisini yalın ve bütünlüğü sağlayacak şekilde ifade edebilmesidir. Yabancılarla kolaylıkla akıcı bir şekilde iletişim kurabilir. 10. Sınıf Öğretim Programı’nın genel hedeflerini, Avrupa Ortak Başvuru Metni’nin B2 düzeyi için belirlediği kazanımlar oluşturmaktadır. Farklı konularda, ayrıntılı ve anlaşılır şekilde kendini ifade edebilir ve bir konunun olumlu ve olumsuz yönlerini ortaya koyarak kendi bakış açısını yansıtabilir.

### **B2 (Bağımsız Kullanıcı)**

Somut ve soyut konulardaki zor metinlerin içeriğini ve kendi branşındaki tartışmaları anlayabilir. Sıradan bir sohbette ikinci dili veya ana dili İngilizce olan bir konuşucuyla belli bir doğallık ve akıcılık derecesinde iletişim kurup takip edebilir. Geniş bir konu yelpazesinde net ve detaylı bir şekilde kendini ifade edebilir. Güncel bir konuda kişisel fikrini dile getirebilir, farklı seçeneklerin avantaj ve dezavantajlarını sıralayabilir.

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>1</b> <b>Sports</b>	Talking about present activities and events	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to use given pictures to predict the content.</li> <li>Students will be able to match the words with the pictures.</li> <li>Students will be able to listen for details to complete the table.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practise /g/ and /dʒ/ sounds.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to tell events that are fixed on a schedule or a calendar.</li> <li>Students will be able to make a presentation about extreme sports.</li> <li>Students will be able to use expressions about commenting on mistakes according to given situations.</li> <li>Students will be able to talk about ethical values in sports.</li> <li>Students will be able to talk about Turkish traditional/ national sports such as wrestling, javelin.</li> </ul>	<p>glasses /g/ jacket /dʒ/</p> <p>I believe that my daughter will beat her opponent tomorrow.</p> <p>Daily News, "Fire breaks out in the hotel room where the players stay."</p> <p>-The football match starts in the stadium at 6 p.m. -It's only 3pm. But supporters are coming to the stadium.</p> <p>-Have you ever heard of a woman who crossed the Antarctic so far? -Yes. A teacher has become the first woman to cross the Antarctic alone so far.</p> <p>-It's impossible to beat you. I give in. -Come on! You're not done yet.</p> <p>The Kirpinar Oil Wrestling Festival takes place in Edirne, Turkey. The oil man oils the wrestlers...</p> <p>-He is a very successful scuba diver. -Yes he is, because he took diving up when he was five.</p> <p>-She gave up climbing after having broken his leg. Then things are starting to look up. -You mean everything is OK now.</p> <p>-That wasn't very clever! -What a total disaster! -You put your foot in it. -He made a mess of that.</p> <p>Competition is not ethical. It's reasonable that winners are awarded. But the allure of winning sometimes can drive some competitors to unethical behaviours.</p>	<p>TV/Radio Recordings Games/Fun Note Taking Oral Presentations Songs</p> <p>Descriptive/ Biographical Texts Communicative Games Sports Magazine Newspaper Articles Survey on a Sportsman's Personal Life</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	Talking about national, moral and cultural values	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to skim and scan a newspaper articles about extreme sports.</li> <li>Students will be able to identify transitive and intransitive phrasal verbs related to the topic.</li> <li>Students will be able to answer the comprehension questions about sports and sport events in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to draft the topic and supporting sentences of their writings.</li> <li>Students will be able to write about an extreme sport for their own sports magazine.</li> <li>Students will be able to design their own sports magazine in groups.</li> </ul>		

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
2 <b>Classics</b>	Talking about events in the past  Talking about movies, books, music  Expressing preferences	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to put the past events in the correct order by listening to recorded text.</li> <li>Students will be able to express their feelings after listening to a variety of classic movie soundtracks.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice sentence stress correctly.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Student will be able to talk about their past life.</li> <li>Students will be able to express their preferences about movies or books and reasons for their preferences.</li> <li>Students will be able to share their thoughts about a book they read or a movie they have watched.</li> <li>Students will be able to analyze character traits in books or movies they have read or watched.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read a text about a well-known person such as a performer, film director, composer or an author and his/ her works.</li> <li>Students will be able to analyze the short story or movie finding out its plot, setting, characters and climax.</li> <li>Students will be able to determine the meaning of new vocabulary using context clues.</li> <li>Students will be able to interpret a poem.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a short descriptive paragraph about a movie or novel poster.</li> <li>Students will be able to make an outline of their reviews.</li> <li>Students will be able to write a film or a book review.</li> </ul>	<p>-You look exhausted. Why? -I read throughout <i>Les Misérables</i> the day before and my eyes are extremely tired.</p> <p>-Who rescued the lady from great fire in London in 1666? -The lady was rescued by a man who was working in nearby the garage. John would rather not go to Rose's reading club, because he's said he isn't keen on the authors they read.</p> <p>-Would you prefer to watch a horror film ? -No, I'd prefer to watch a romantic film rather than a horror film?  'All the world's a stage, And all the men and women merely players; They have their exits and their entrance And one man in his time plays many parts, His acts being seven ages...' William Shakespeare</p> <p>'The Great Gatsby is told by a third person narrator Nick Carraway. He was once Gatsby's neighbour. The setting of the story is 20's America, rich environment. The climax occurs when Myrtle is killed. The Great Gatsby is a love story like Romeo...and the pursuit of the American dream...'</p>	<p>TV/radio Recordings Games/Fun Summarizing Note Taking Oral Presentations Songs/ Soundtracks Descriptive/ Biographical Texts Posters Poems Survey on Personal Life (find someone who) E-mails Self -evaluation Checklists</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>



THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
3 <b>Amazing Stories</b>	Talking about past abilities  Talking about something one is accustomed to or becoming accustomed to  Using expressions about persuasion	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to fill in the missing information about life experiences and stories while listening.</li> <li>Students will be able to obtain detailed information in the text to answer questions.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to produce consonant sounds: /ʃ/, /tʃ/, /k/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to share amazing stories they have found on the Net.</li> <li>Students will be able to express their opinions on stories.</li> <li>Students will be able to use persuasion expressions in a conversation.</li> <li>Students will be able to talk about their past abilities.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to skim and scan for main idea and details in the text.</li> <li>Students will be able to identify the vocabulary and language functions related to the topic.</li> <li>Students will be able to identify degree modifiers in the text or dialogue.</li> <li>Students will be able to highlight the actions people are accustomed to do in the text or dialogue.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a biography of a person that they think they have an amazing life or a success story.</li> <li>Students will be able to use prepositional phrases such as by chance ..., at a glance..., at random... in their writings.</li> <li>Students will be able to use discourse markers such as then, after that, in the end, by the way in their writings.</li> </ul>	<p>should /ʃ/ each /tʃ/ anchor /k/</p> <p>-Has he recovered completely? -After the accident, he wasn't able to walk. In two weeks he managed to walk with baby steps. Now he is better.</p> <p>-Christopher was able to climb Kilimandscharo In two weeks even if he has only one arm. -I don't believe it! I couldn't do it as a ten-year climber.</p> <p>-Have you got used to driving on the left? -I'm used to driving on the left, because I lived in Cyprus for a long time.</p> <p>-What an irritating noise it is! What is it, Julie? -Neighbour's children. I expect we'll get used to the noise, but at the moment it's very disturbing.</p> <p>-Believe me, you'll have fun times. -Don't be a spoilsport. -How can I persuade you to ...? -You won't regret it.</p> <p>She has quite a lot of skills to manage more than one work at the same time. There is hardly any time to discuss. We have plenty of works to do. It sounds like you feel a great deal of pride. Fairly good/ Pretty good/ Rather good. -By the way, what happened then? -In the end, the man was able to find his son.</p>	<p>Movies TV/radio Recordings Games/Fun Note Taking Oral Presentations Songs Descriptive/Biographical Texts Online Survey on Personal Life (find someone who) E-mails</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
4 <b>Advertising</b>	Expressing an opinion in a personal or impersonal way  Showing annoyance, discomfort in conversations  Expressing reluctance	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to match advertisements/commercials they listen with the related pictures.</li> <li>Students will be able to listen for specific information in the context.</li> <li>Students will be able to comment on the speaker's feelings such as aggressive, confident.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to intonate sentences correctly so as to show annoyance, discomfort such as "What do you mean? You still here, right? Oh my God, this is the park?".</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about their favourite commercials on TV.</li> <li>Students will be able to show their discomfort and annoyance in conversations.</li> <li>Students will be able to participate in a discussion about the effects of advertisements on people.</li> <li>Students will be able to talk about the relation between the increasing population of consumers in society and advertising.</li> <li>Students will be able to express reluctance in their speech.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify words that give gradually strong meaning.</li> <li>Students will be able to use context clues to get main ideas.</li> <li>Students will be able to highlight the verbs, such as invest, withdraw etc and phrasal verbs, such as put aside, blow on. related to money.</li> <li>Students will be able to identify an impersonal style and personal style of passive while reading.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a letter to apply for an exchange programme using prepositional phrases such as for hire/ sale, in demand, in fashion, e.</li> <li>Students will be able to prepare an advertisement poster of a product.</li> </ul>	<p>-Did you join the meeting of the ad agency yesterday? What did they present to the customers?</p> <p>-Well! The two cosmetics productions were presented. And a new generation facelifting cream will be put on market soon.</p> <p>'Advertisement is said to be a combination of marketing and science.'</p> <p>'It is said that the last ad of the new brand moisturizing cream will increase the sales. But...'</p> <p>She cares about her daughter's future, so she always puts aside some money every month.</p> <p>She's dipped into her savings to buy the game after seeing the ad on TV.</p> <p>He blows his money on products that he never needs. I think he is always under the influence of commercials.</p> <p>-No, thank you. I don't (really) want to./ I don't feel like it./ I'm not (really) in the mood.</p> <p>- Do I/ we have to?/ Have I/ we got to?</p> <p>The product I bought was filthy, so I gave it back.</p> <p>My son can't play with enormous toys that his uncle buys.</p> <p>The people were eating as if they were starving. That ad scene made me feel hungry.</p> <p>I'm not really in the mood for... I don't particularly want to ... I just don't really feel like..... It's not exactly my cup of tea doing...</p>	<p>TV/radio Recordings Games/Fun Note Taking Oral Presentations Songs Comics Letters Commercials Posters</p> <p>Matching with pictures</p> <p><b>IDIOMS/ PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
5 <i>Life in Future</i>	Talking about completed actions and continuous actions in the future	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to find out main idea.</li> <li>Students will be able to take notes on details for given activities.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify and produce these vowel sounds: /ə/, /ɔ:/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk to each other on their future life fluently and spontaneously.</li> <li>Students will be able to talk about conditions people will have been living a hundred years later.</li> <li>Students will be able to accept and refuse proposal.</li> <li>Students will be able to use future expressions, such as be about to, be bound to in their speech.</li> </ul>	<p>/ə/ hot, rock /ɔ:/ horse, four</p> <p>-To me people will be taking pills instead of eating, robots will be doing everything human beings do in the future.</p> <p>-I agree with you. In addition, students will have more online education at home.</p> <p>-In my opinion, X will have negotiated with Y to carry out space researches together for Mars in 2 years.</p> <p>-I believe they can reach a consensus.</p> <p>-Will human being have begun to live on Saturn by 2045?</p> <p>-I'm not sure but I wanna...</p> <p>-When you finish your English course, will you have been living in New Zealand for over a year?</p> <p>-Not so long, only for 8 months.</p> <p>Young generations behave as if they had so much time to kill.</p> <p>She finally hit the big time after she had met an important manager.</p> <p>I would like to arrange an appointment to...</p> <p>Would you indicate a suitable time and place to meet?</p> <p>That is completely unacceptable.</p> <p>I'm afraid your offer doesn't go far enough.</p> <p>We're happy to accept this agreement.</p> <p>I think we have a deal.</p>	<p>TV/radio Recordings Games/Fun Techno-Project Note Taking Oral Presentations Songs Descriptive Text Survey on Personal Life (find someone who) E-mails Communicative Games</p> <p><b>IDIOMS/ PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	Talking about life in the future	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read a passage or a dialogue to find out main idea and details.</li> <li>Students will be able to guess the meaning of the vocabulary in the text.</li> <li>Students will be able to match the words with the pictures or definitions.</li> <li>Students will be able to highlight word phrases about time.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to make an outline (e.g. introduction, developing and conclusion paragraphs) to write an essay.</li> <li>Students will be able to write a short essay about life in the future.</li> <li>Students will be able to use linkers of addition or contrast using the words and phrases previously mentioned.</li> </ul>		
	Negotiating			

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>6</b></p> <p><b>Generation Gap</b></p>	<p>Talking about having something done by another person/ thing</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the conflicts between different generations.</li> <li>Students will be able to take notes about the topic and details such as different experiences, opinions, habits and behaviours to find out the missing information.</li> <li>Students will be able to respond to questions about the topic in the text.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to use different ways of intonation to express different ideas.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about the difference in values and attitudes between one generation and another.</li> <li>Students will be able to ask for and give advice about problems between generations.</li> <li>Students will be able to talk about something that their friends, teachers or parents did for them or someone else.</li> <li>Students will be able to talk about respect to elderly people.</li> </ul>	<p><i>Andrés studies English, but he doesn't use it.</i></p> <p>-My mom always forces me to tidy my room.</p> <p>-Mine too. She has already made me clean the living room.</p> <p>-How did you persuade your dad to let you drop out?</p> <p>-I couldn't. First, he got my hair cut then got me to wear a uniform.</p> <p>-I had my ears pierced when I was sixteen. Guess what my dad did!</p> <p>-He threw you out of the house.</p> <p>-No. He had his arms tattooed.</p>	<p>TV/Radio Recordings Games/Fun Note Taking Oral Presentations Songs Argumentative Essay Role Play Newspaper/magazine Advice Page Conversations</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	<p>Asking for and giving advice</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to analyze what the problems are about generation gap in the text.</li> <li>Students will be able to use lexis and jargon in the text.</li> <li>Students will be able to differentiate confusing words in appropriate situations.</li> <li>Students will be able to match the phrasal verbs related to the topic with their meanings.</li> <li>Students will be able to find the correct advice for the given problems.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an argumentative essay about the problems caused by the generation gap.</li> <li>Students will be able to write an advice page about the conflicts between different generations.</li> <li>Students will be able to write a note asking someone to have something done.</li> </ul>	<p>-My mum doesn't let me go out with my friends at the weekend. What should I do?</p> <p>-You should convince her that it is a good idea.</p> <p>Parents and children should behave gently and patiently to each other. This is the only way to settle down the argument.</p> <p>Show your respectfulness to your parents not only because they brought you into the world but also they have much more life experience than you.</p> <p>We hope and pray that all of us will respect our parents and elder people while they are alive and after their death.</p>	
<p>Talking about national, moral and cultural values</p>				

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
7 <b>Conflict</b>	Talking about conflicts	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to grasp what the problem is in a dialogue.</li> <li>Students will be able to take notes about how to resolve conflicts in the listening text.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to intonate sentences correctly so as to show people's moods.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to make a formal telephone conversation about a faulty product.</li> <li>Students will be able to discuss how to deal with conflicts.</li> <li>Students will be able to represent a state of conflict through role playing.</li> <li>Students will be able to offer solutions for given problems.</li> </ul>	<p>Nobody told me where to go. No one understands why I'm unhappy.</p> <p>I bought a memory stick, but it is broken. I don't know what to do.</p> <p>Can you tell me how to cook it?</p> <p>-I'm angry with him because he is always looking down on me. I don't know what to say. -Why? -Because he always makes fun of my clothes in front of everyone.</p> <p>I can help you with this problem if you want. I think we can easily fix it.</p> <p>-Women shouldn't work. Men must work instead. -You aren't right. At this point I can't stand sound of your voice, so we are done here.</p> <p>If you do that again, I will... Just stop talking... What exactly bothering me is... Am I over-reacting? Do you want to talk to him about it or let it go?</p>	<p>TV/radio Recordings Communicative Games Note Taking Complaint Letter Oral Presentations Dialogues Telephone Conversations Online Newspapers E-mails</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>
	Giving crucial information  Offering solutions	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to scan and skim the text for main idea and details in the text.</li> <li>Students will be able to identify the lexis and jargon related to conflict.</li> <li>Students will be able to match the meanings with the phrasal Verbs related to the topic.</li> <li>Students will be able to identify the clauses that gives crucial information, such as what, where, how, which in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to make an outline to write a complaint letter.</li> <li>Students will be able to use linking words in their letters.</li> <li>Students will be able to write a complaint letter using key words.</li> </ul>		

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>8</b></p> <p><b>Crime in Society</b></p>	<p>Expressing free choice</p> <p>Giving information briefly</p> <p>Disapproving of an action</p> <p>Talking about national, moral and cultural values</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to follow the statistical information about social issues to complete the table.</li> <li>Students will be able to listen to identify disapproving expressions while listening such as how appalling, how dreadful.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify words with letters representing no sound such as knock, honour, hour, half.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to discuss about reasons of crimes.</li> <li>Students will be able to talk about types of crimes such as cyber crimes, property crimes.</li> <li>Students will be able to talk about importance of social ethics.</li> <li>Students will be able to give suggestions about how to reduce crimes.</li> <li>Students will be able to use expression of disapproving of an action in a dialogue.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read a survey results related to the topic to find the facts and generalisations out.</li> <li>Students will be able to identify idiomatic phrases related to the topic.</li> <li>Students will be able to find out participle phrases in the text.</li> <li>Students will be able to highlight free choice expressions in the text such as whenever, wherever, whoever.</li> <li>Students will be able to identify idiomatic collocations such as daylight robbery, calculated risk, disturbing the peace.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to make an outline for their survey report (e.g introduction, generalization, referring to a fact)</li> <li>Students will be able to write a survey report they have read by using present participle.</li> </ul>	<p>-No, it's my fault most of all! I was tempted by his money, whatever he has. -I never imagined he could be such an unreliable man! -Whoever attempts to commit a crime by doing any act toward...</p> <p>The latest results show that 78 percent of criminals had a traumatic childhood.</p> <p>-Have you heard the latest news? -No, go on. -X and Y were caught digging tunnel under the ground in the prison and were sentenced for 7 years. -When will you come together to visit him? -After being released.</p> <p>The defendant was accused of killing the victim, but the jury concluded the death was accidental, or "by misfortune". This verdict was...</p> <p>Cyber crime is a fast-growing area of crime that involves a computer and a network.</p> <p>If families and school teach children moral values and how to be law-abiding citizens, crime rate in society will reduce.</p> <p>Education is the combination of literacy and moral values. Students are the future of our Nation. We are taught moral lessons at home and in school such as love fellow human beings, respect elders, no wrong things should be done, never speak lies, love your country, don't be jealous etc.</p> <p>How can people do things like that? How appalling/ dreadful! I'm dead against people doing ... It shouldn't be allowed! I don't think much of that.</p>	<p>TV/radio Recording Games Print Media Online Newspapers Graphs/charts Note Taking Oral Presentations Descriptive/Biographical Texts Picture Strips Articles Interviews Movies Survey on Crimes Articles</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>9</b></p> <p><b>Unusual Lives</b></p>	<p>Giving information briefly</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify detailed information about an unusual life in a text or dialogue.</li> <li>Students will be able to respond to questions using vocabulary related to the topic.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to pronounce /ta/ and /ea/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to make a presentation about unusual lives which they've searched on the Net.</li> <li>Students will be able to talk about people they know that have unusual jobs, hobbies or lifestyle.</li> <li>Students will be able to talk about advantages and disadvantages of having unusual lifestyles.</li> <li>Students will be able to discuss on what kind of unusual lifestyle they would choose if they had a chance.</li> </ul>	<p>/ta/ engineer, ear /ea/ airport, upstairs</p> <p>-Unfortunately, he isn't famous now. I wish he had accepted that offer last year.</p> <p>-You want to say that he would be a famous singer now if he had accepted that offer, right?</p> <p>-If I had known you would go shopping by tomorrow, I would help you. But you didn't call me. Why? You're pregnant and it's very snowy and icy, too.</p> <p>-Having lost all his money, he decided to look for a job again after 70.</p> <p>-How dreadful!</p> <p>-He had to work hard to look after his adopted children.</p> <p>-Poor man!</p>	<p>TV/radio Recordings Games/Fun Postcards and Greeting Cards Maps Note Taking Short Stories Oral Presentations Songs Descriptive/Biographical Texts Comics Search on the Net E-mails</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	<p>Talking about living and working conditions</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to catch the main idea and supporting ideas about unusual, weird, funny lifestyles in the text.</li> <li>Students will be able to match related lexis and expressions in the text.</li> <li>Students will be able to highlight past participle phrase in the text.</li> <li>Students will be able to find out mixed conditional statements while reading.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to search unusual life stories on the Net to write a descriptive essay about an unusual person in detail.</li> <li>Students will be able to use past participle in their writings.</li> </ul>	<p>I traveled through the country in an old converted school bus with a mad driver. The X family are always on the move. The couple who have travelled the world for thirteen years with their children have completed their tour of Africa. Each child was born in a different country.</p> <p>The Amish is very unusual community. They don't use technology, so it takes a long time to do housework and farm jobs. Life is quite difficult for them.</p>	

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>10</b> <b>Education</b>	Talking about education  Expressing reasons and results  Talking about body language	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to catch the required information about facilities, rules, timing, problems of a different education system.</li> <li>Students will be able to complete the table with the information about the related topic.</li> <li>Students will be able to identify reasons and results in the text.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to pronounce the sounds /n/, /æ/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about an unlikely situation.</li> <li>Students will be able to talk about the national school system.</li> <li>Students will be able to compare similarities and differences between two educational systems.</li> <li>Students will be able to talk about nonverbal communication.</li> <li>Students will be able to express reasons and results in their speech.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to skim and scan authentic material about the related topic from different sources such as internet, magazines, newspapers to get the main idea and the details.</li> <li>Students will be able to guess the meaning of vocabulary from the context.</li> <li>Students will be able to match phrasal verbs related to the topic with the definitions.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a Curriculum Vitae (CV) with a job application letter.</li> <li>Students will be able to fill out an online job application form.</li> </ul>	<p>/æ/ smart, heart /n/ out, cup</p> <p>-Listen! He really doesn't sound as if he is French. Only Mr. Black has a regional accent at school but lovely...</p> <p>-Can you hear that noise? It sounds as though there is a piano lesson upstairs. -It's impossible not to.</p> <p>Ben is an arrogant student. He sometimes behaves as if he was the only man in the world.</p> <p>-What happened ? -I was late for school owing to/ due to/ because of/ the traffic.</p> <p>-Are there any differences between British Education system and Turkish Education system? -Yes of course. In British Education system, there are only 6 classes a day, whereas there are 8 classes in Turkish Education System.</p> <p>-What is the policy of Ministry of National Education on children? -A child who is well-brought-up has been not only educated perfectly but also taught to be polite and to behave well.</p> <p>Since/ as my classmate didn't hand in his projects on time, he failed the class.</p> <p>Her mother will never let James drop out of university. I just need to read over my work before handing it in. Study hard, otherwise you'll probably fall behind.</p>	<p>TV/radio Recordings Games/Fun Movies Note Taking Writing a CV Job Application Forms Letters Oral Presentations Songs News Websites Peer-Evaluation Checklists Comics E-mails</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>



## **HAZIRLIK SINIFI BULUNAN ORTAÖĞRETİM KURUMLARI İNGİLİZCE DERSİ 11. SINIF ÖĞRETİM PROGRAMI (CEFR “B2/B2+” SEVİYELERİ)**

11. Sınıf İngilizce Dersi Öğretim Programı, Avrupa Ortak Başvuru Metni’nde belirlenen düzeylerden B2 ve B2+ (Bağımsız Kullanıcı) düzeylerine denk gelmektedir. Bu sınıfta program, B2 seviyesinin gözden geçirilmesi ile başlar, B2+ seviyesine getirilir. Bu düzeydeki öğrenci grubunda geliştirilmesi beklenen öncelikle konuşma ve tartışma ortamında öğrencinin kendini rahat ve etkili bir şekilde ifade edebilme becerisidir. 11. Sınıf Öğretim Programı’nın genel hedeflerini, Avrupa Ortak Başvuru Metni’nin B2 düzeyi için belirlediği kazanımların yanı sıra B2+ düzeyi için belirlenen kazanımlar oluşturmaktadır. Dört dil becerisini birleştiren 11. Sınıf Öğretim Programı’nda, öğrencilerin farklı bağlamlarda etkili sözlü ve yazılı iletişim kurabilmeleri ön plana çıkarılmıştır. İşlev ve iletişim odaklı izlencelerin gereklerine uygun bir biçimde, gerçekleştirilmesi beklenen iletişimsel işlevler ve özümsemesi beklenen sözcükler/sözcük öbekleri ile dil bilgisi yapıları bir konu bütünlüğü içinde belirlenmiş ve bağlamlandırılarak sunulmuştur. Programın içeriği belirlenirken 11. sınıf öğrencilerinin genel özellikleri ve ilgi alanları öncelikli olarak dikkate alınmıştır. 11. Sınıf Öğretim Programı’nda sıklıkla yer bulan iletişimsel görevler ve proje çalışmaları, bu yaş grubundaki bireylerin İngilizce’yi severek öğrenmelerini hedeflemektedir.

### **B2 + (Bağımsız Kullanıcı) Ortak Yeti Açıklamaları**

Sohbet esnasında karşıdaki konuşmacının açıklama ve çıkarımlarına dönüt vererek tartışmanın gelişmesine katkıda bulunur. Diğer konuşmacıların açıklama ve çıkarımlarına ustalıkla katkıda bulunur. Düşünceler arasındaki uyum ve ilişkiyi sağlamak için gerekli olan bağlaçları etkili bir şekilde kullanır. Önemli noktaların üzerinde durarak ve ilgili detayları vererek iddiasını geliştirir. Kendi alanındaki teknik bir tartışmanın somut ve soyut konulardaki karmaşık metinlerin özünü ve içeriğini anlayabilir.

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>1</b></p> <p><b>International Opportunities</b></p>	<p>Asking for and giving information</p> <p>Talking about present events/ situations</p> <p>Talking about opportunities</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to complete a table according to the conversation about the orientation process of a course or school abroad.</li> <li>Students will be able to follow order of events.</li> <li>Students will be able to identify the pieces of advice on international opportunities.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to produce stress of multi-syllabic words.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to ask for and give information about educational programmes such as Erasmus, Jean Monnet.</li> <li>Students will be able to present the information about international volunteering programmes such as Overseas Volunteers after searching on the Net.</li> <li>Students will be able to talk about what kind of qualifications they need to contribute to their career.</li> <li>Students will be able to express possible opportunities in different areas such as job, scholarship, internship, graduate study.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to match headings with the paragraphs.</li> <li>Students will be able to scan a text in order to find out the detailed information.</li> <li>Students will be able to answer the comprehension questions about opportunities abroad in the text or dialogue.</li> <li>Students will be able to ask questions to clarify the information in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an outline for the application letter.</li> <li>Students will be able to write an application letter by using additional linkers in their writings.</li> </ul>	<p>I'm applying for... Why do you want another degree? -Do many students in your country study abroad? -The number of people going abroad to study has been increasing year by year.</p> <p>-Can you give me some information about what facilities your hostel has? -There is an internet connection and a bath in each room.</p> <p>-Could you talk about the advantages of one year exchange programme? -Youth exchange programme is the best year of my life, because it is an opportunity to learn a new culture and a foreign language. I've been an ambassador of my native culture. In addition to this, I've made friends for a lifetime...</p> <p>-In what ways do volunteering programmes contribute to my future career? - They challenge you and provide an excellent framework for personal growth and development.</p> <p>-I want to apply for an exchange programme, but how? -You had better contact the related club in your area to learn about exchange opportunities, please.</p> <p>Making the decision to live abroad for work or for study is a huge and life changing decision and you can have opportunities more than you have expected.</p>	<p>TV/Radio Recordings</p> <p>Completing a Table Matching Headings with Paragraphs</p> <p>Oral Presentations</p> <p>Online Application Form</p> <p>Self-evaluation Checklist</p> <p>E-mails</p> <p>Brochures</p> <p>Internet Websites</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>

English

CEFR B2/B2+

11<sup>th</sup> Grade

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>2</b> <b>Survival Stories</b>	<p>Narrating past events</p> <p>Talking about sequential actions and a series of events or a process</p> <p>Correcting yourself in a conversation</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to catch the required information in the text.</li> <li>Students will be able to identify past events in listening text.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to notice sentence stress appropriately to use.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to tell a survival story or describe an event.</li> <li>Students will be able to describe pictures on a survival story.</li> <li>Students will be able to talk about sequential actions.</li> <li>Students will be able to use expressions to correct themselves in a conversation.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to scan stories to put the events into correct order.</li> <li>Students will be able to match the stories with the pictures.</li> <li>Students will be able to change the forms of the words to make meaningful sentences such as survive-survival, rescue- rescuer.</li> <li>Students will be able to guess the meaning of the vocabulary from the context.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to summarize a survival story that they have searched on the Net.</li> <li>Students will be able to use necessary linking words in their writings.</li> </ul>	<p>-How did Ricky Megee survive in the Australian Deserts?</p> <p>-First Megee found cave which served her as a shelter and she survived on a diet of salamanders, frog, leeches, lizards. Then she stumbled upon a river and was able to stay well -hydrated until she was found by a shepherd.</p> <p>Having rescued, she was taken to the hospital.</p> <p>Found by the edge of a river, he was still breathing.</p> <p>The accident, having been shot by a handy, was seen on the evening agents. Rescued by help of rescue team, the climbers could survive.</p> <p>-As a migrant, I used to live hard life. Everyone in the family had to work to survive.</p> <p>-Well, in fact ...</p> <p>-I mean...</p> <p>-That's to say, it was difficult to inform him about the accident.</p>	<p>TV/Radio Recordings</p> <p>Oral Presentations</p> <p>Descriptive/Biographical Texts</p> <p>Story Summarising</p> <p>Pictures</p> <p>Newspaper</p> <p>News Website</p> <p>E-mails</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>

English

CEFR B2/B2+

11<sup>th</sup> Grade

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>3</b>	Expressing opinions in a personal or an impersonal way	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to listen to a text or a dialogue about effects of social media on people to get required information.</li> <li>Students will be able to complete missing information while listening a text or dialogue.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice how to say letters and internet symbols.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to comment on photographs related to the topic.</li> <li>Students will be able to talk about social media by using verb collocations.</li> <li>Students will be able to discuss why social network is so popular around the world.</li> <li>Students will be able to talk about which social web sites they prefer to use and their reasons.</li> </ul>	<p>www. xxx.com.tr zhtm_90@xmail.com</p> <p>-What is the power of social media? -Social media is said to be driving artificial intelligence. -What do you mean by artificial intelligence? -It is said to be the capability of a machine to imitate intelligent human behaviour. -How has the social media affected our lives ? -It's said that our lives have been taken over by social media sites. Furthermore, we're all connected.... She likes uploading photos of herself online. Click on that link. A surprise is waiting for you there. Did you add me to your friends' list? On the other hand/ On the contrary, newspapers say... Contrary to what people believe...</p>	<p>TV / Radio Recordings Greetings Note Taking Oral Presentations E-mails Dialogues Discursive Essay Role Play Discussion Online Media IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA</p>
<b>Social Media</b>	Expressing contrast  Talking about social media	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read a research on Social Media to answer the questions.</li> <li>Students will be able to find out the main idea and details of a research on Social Media.</li> <li>Students will be able to distinguish personal and impersonal statements in the text/ dialogue.</li> <li>Students will be able to guess the meaning of unfamiliar words from the context.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to make an outline to write a discursive essay.</li> <li>Students will be able to write a discursive essay about social media mentioning various viewpoints using contrasting linkers.</li> </ul>		

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>4</b> <b>Global Issues</b>	Talking about global issues  Talking about completed events in the future  Talking about continuing events in the future	<p><b>Listening.</b></p> <ul style="list-style-type: none"> <li>Students will be able to follow scientists discussing possible future problems to draw conclusion.</li> <li>Students will be able to find out the main idea.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to produce short and long vowel sounds.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about current conditions related to global issues.</li> <li>Students will be able to talk about causes and effects of global warming on climate in the future.</li> <li>Students will be able to offer solutions to global issues.</li> <li>Students will be able to talk about global events which will keep happening in the future.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to make inferences about the topic.</li> <li>Students will be able to use simple context clues to determine the meaning of new words in the text.</li> <li>Students will be able to identify word collocations related to the topic, such as food shortages, renewable resources, die of hunger.</li> <li>Students will be able to change the forms of the words in the text to make meaningful sentences such as pollutant- pollutant- pollutant, global- globalisation- globalised.</li> <li>Students will be able to distinguish between continuing events and completed events which takes places in the future in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a report about one of the problems in our country such as climate change, unemployment, pollution, deforestation, migration.</li> <li>Students will be able to use expressions of quantity in their reports.</li> </ul>	<p>octopus, igloo, ant ape, snail, ache, explain</p> <p>-The result of rising population will have caused food shortage in the near future. -Decreasing of natural sources as well.</p> <p>What kind of effects will pollution cause? Because of pollution we will have asthma.</p> <p>-What about the human beings by 2100 ? -By 2100, the vast majority of people will have moved to cities. Furthermore, everyone will have been using sufficient clean water without conflict.</p> <p>-People will be crossing continents to find fresh water in the future. -Completely unbelievable!</p> <p>If we banned cars, greenhouse gases would diminish. If we don't stop destroying forests, we won't have any left in fifty years.</p> <p>...a majority of... ...thousands of... ...almost all of... ...three fourths of...</p>	<p>TV / Radio Recordings Games Maps Note Taking Oral Presentations Information Gap Activities Descriptive Text Internet Websites Magazines on Global Issues Debates E-mails Print Media</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>READING TIME</b> <b>VIDEO BLOG ENTRY</b> <b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
5 Entertainment	Talking about entertainment	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to fill in the blanks with missing words of a song lyrics.</li> <li>Students will be able to enumerate different entertainment activities.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the tone, mood, and emotion conveyed in the oral communication.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about what kind of entertainment they like and the reasons.</li> <li>Students will be able to conduct a survey on entertainment preferences to present the results.</li> <li>Students will be able to express their opinions about entertainment by using justification expressions.</li> <li>Students will be able to talk about sense of entertainment in different ages.</li> </ul>	<p>I would rather watch documentaries than serials with my family in the evening. Although I love spending time with my family, now I prefer going to the cinema alone.</p> <p>I would prefer to go to theatre rather than go to cinema.</p> <p>I think/ believe/ suppose/ in my opinion/ according to... My idea/ answer/ explanation is similar to/ related to...</p> <p>The American sense of humour is usually more hijinks than that in Britain. British jokes, on the other hand, can be more sharp but with sarcastic undertone...</p>	<p>TV/radio Recordings Note Taking Oral Presentations Songs Poem Comics Survey on Entertainment Preferences E-mails Communicative Games Online Media Print Media Internet Websites Interview</p>
	Explaining and justifying an idea	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to scan a survey and its result about entertainment to answer the questions.</li> <li>Students will be able to guess the meaning of phrasal verbs from the context.</li> <li>Students will be able to change the forms of the words to make meaningful sentences in the text.</li> <li>Students will be able to find out sentences on cultural sense of humour.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to make an outline to write a survey report.</li> <li>Students will be able to write about a survey report on people's entertainment preferences.</li> <li>Students will be able to express facts and generalisations in their survey reports.</li> </ul>	<p>In a recent survey, only a quarter of Americans answered that question with a 'yes.'</p> <p>The aim of this report is...</p> <p>The majority of people believed that... Generally speaking...</p> <p>This facts indicates that... The results of this survey suggest... To conclude, the survey shows that...</p>	<p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
6 <i>Fashion and Beauty</i>	<p>Giving information briefly</p> <p>Giving information about a group of people or things</p> <p>Using expressions about giving a choice</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to match the dialogues about news on beauty/ fashion with photos.</li> <li>Students will be able to find out required information in the text.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice sentence stress correctly.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about recent trends.</li> <li>Students will be able to maintain a discussion about a variety of methods to be more beautiful.</li> <li>Students will be able to make comments briefly on fashion and beauty products by looking at pictures.</li> <li>Students will be able to use expressions about giving a choice in their speech.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to use context clues to get main ideas in the text.</li> <li>Students will be able to interpret a poem.</li> <li>Students will be able to change the forms of the words in the text to make meaningful sentences such as trend -trendy, fashion- fashionable- fashionableness, etc.</li> <li>Students will be able to guess the meaning of the idioms in the text and use them in a sentence.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an essay on their own sense of beauty.</li> <li>Students will be able to use participles in their writings.</li> </ul>	<p>-Who is that beautiful fit man? -Which one? -The man(who is) standing near the window. -John. He does exercise every morning. Don't you know?</p> <p>-The cream (which will be ) released next month can be a remarkable brand of the women world. -Really? Do face lift creams actually work? -I have no idea about it.</p> <p>There are plenty of popular creams, most of which don't work. Those beautiful women some of whom are the miracles of cosmetic industry dream of being famous models one day.</p> <p>I always praise people who can save their money and not spend too much. I really take my hat off to them. My father has never lost his shirt in a business deal.</p> <p>It's up to you. It's fine by me if you want to... Do as you please. Don't mind me. The choice is yours.</p>	<p>TV/radio Recordings Games/Fun Postcards and Greeting Cards Note Taking Oral Presentations Songs Fashion and Beauty Magazines Internet Websites Print Media Online Media Descriptive/Biographical Texts Interview Comics E-mails</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
7  <b>Moods</b>	Describing moods	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to catch the main points of a discussion about the relationship between colours and moods.</li> <li>Students will be able to identify the speaker's mood, tone, etc while listening to a short dialogue.</li> <li>Students will be able to compare the suggestions or different perspectives given by a psychologist/friend and respond to them.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practise sentence intonation and stress.</li> </ul>	<p>-What's the matter with you? You look angry. -I don't get on well with my sister because she is arrogant.</p> <p>Laugh and the world laughs with you; cry and you cry alone. I saw something today that really annoyed me. Red is the colour of anger, violence, adventure, energy, love...</p>	<p>TV / Radio Recordings Games / Fun Note Taking Oral Presentations Songs Descriptive Texts Comics Paintings Poems Photographs Personality Test E-mails Drama/ Miming</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>
	Talking about characters  Making suggestions	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to ask and answer questions about personality.</li> <li>Students will be able to express their problems, such as friendship, parental, neighbourhood conflict and ask for their friends' suggestions.</li> <li>Students will be able to express feelings by using different voice levels such as surprise, happiness, sadness, interest, indifference.</li> <li>Students will be able to talk about what affects their moods.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to sort clearly written instructions for relaxation/ meditation.</li> <li>Students will be able to determine their personality type by answering given personality questionnaire.</li> <li>Students will be able to change the forms of the words to make meaningful sentences such as ignore-ignorance-ignorable, amuse-amusing-amusement-amusingly in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to describe artist's or writer's mood reflected in a painting, photograph or poem through creative writing by following the given tips.</li> <li>Students will be able to offer solutions in a newspaper for certain problems sent by readers by using phrasal verbs related to the topic.</li> </ul>	<p>-How can you describe yourself? -I am a sociable person, so I can make friends easily but I can sometimes be impatient.</p> <p>Why don't you go running in the forest to improve your mood? You'd better avoid reading and watching negative news.</p>	



THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
8 <b>Life-saver Technology</b>	Talking about having something done by another person/ thing  Talking about asking someone to do something for us  Describing problems	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to find out technical information, such as operating instructions for everyday equipment.</li> <li>Students will be able to identify main point about technology on TV or radio programme.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practise sentence intonation and stress.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to introduce a technology product or life saver technology by using visuals.</li> <li>Students will be able to express their ideas and feelings such as surprise, happiness, interests and indifference on technology products.</li> <li>Students will be able to describe the problems about the life-saver products they have used.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to skim the text to find out the main idea.</li> <li>Students will be able to find out benefits of technology for human beings in the text.</li> <li>Students will be able to change the forms of the words to make meaningful sentences, such as inspire-inspiration-inspired electricity-electrifying-electrification-electrify.</li> <li>Students will be able to highlight phrasal verbs in the text to match them with their meanings.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a note asking someone to have something done.</li> <li>Students will be able to write a description and purpose of a life saver product by using the information they have searched on the Net.</li> <li>Students will be able to use clauses of purpose in their writings.</li> </ul>	<p>-What do you know about life-saver technologies? -Technological devices make people's lives easier. -A dishwasher lets us save our time. -Researchers have found a way to have the amount of plastic garbage cut down. -Doctors had the disabled person walk by using robotic device. -Micro operation gives doctors an opportunity to perform seamless surgeries.</p> <p>-Sorry to bother you, but I think there is a problem that requires an urgent solution. -What's the problem? -It's about the machine I use. -I got it! It is running out of energy, it needs recharging.</p> <p>The researchers have been trying out the new medicine that is a hope for cancer.</p> <p>-The government got nanotechnology application improved after the Asian tsunami.</p>	<p>TV/Radio Recordings Games/Fun Internet Websites Advertisements Oral Presentations Descriptive Texts E-mails Techno-Project Pictures Print Media</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>

English

CEFR B2/B2+

11<sup>th</sup> Grade

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>9</b> <b>Friendships</b>	Talking about friendship	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to obtain detailed information from an interesting friendship story, such as friendship of a human and an animal.</li> <li>Students will be able to complete the lyrics while listening to a song.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to pronounce the weak form of 'that'.</li> </ul>	<p>I said that he'd do it: /ðət/ -Will you visit him at the hospital? -Of course, a friend in need is a friend indeed. -Why are you making a face? -Because I can't put up with my classmates when they make so much noise. -I always look up to my teacher. -Why? -Because of her being a sensible, sensitive and caring person. -Where is the fancy dress party Tim held? -Pardon me! -I've asked you where the fancy dress party Tim held.</p>	<p>TV / Radio Recordings Games / Fun Note Taking Oral Presentations Social Media Songs Descriptive/Biographical Texts Comics E-mails <b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>READING TIME</b> <b>VIDEO BLOG ENTRY</b> <b>EBA</b></p>
	<p>Making complaints</p> <p>Reporting statements</p> <p>Talking about national, moral and cultural values</p>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to make complaints and offer solutions about relationship.</li> <li>Students will be able to use phrasal verbs while talking about themselves and friends.</li> <li>Students will be able to talk about online friendship.</li> <li>Students will be able to talk about values, such as honesty, trustworthy, modesty for a good friendship.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to find out required information in a real story about friendship.</li> <li>Students will be able to make inferences through the text.</li> <li>Students will be able to express opinions about the text.</li> <li>Students will be able to change the forms of the words to make meaningful sentences, such as affect-affection-affectionate- affectional, admire-admiration-admirable in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write down their opinions and thoughts about friendship.</li> <li>Students will be able to report their friends, parents or wise men's statements about friendship.</li> </ul>	<p>"Let's go out for a walk." She suggested going out for a walk. -Help me, please! -What's her problem? -She wants us to help her. The true and valuable kind of friendship is based on being virtuous. They wish good things for their friends' own sake. Real friend is with you on your bad day.</p>	

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>10</b> <b>Paralympics</b>	Talking about an international organisation	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify wishes, regrets and apologies.</li> <li>Students will be able to detect the target information on TV or a radio program about paralympics.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to guess stress of new words using learned rules.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about winter and summer paralympic sports and equipments.</li> <li>Students will be able to express regrets and wishes in their life.</li> <li>Students will be able to talk about difficulties that paralyzed people live in our country and solutions to their problems.</li> <li>Students will be able to talk about human values that make paralyzed people life easier.</li> </ul>	<p>-Have you heard of wheelchair dance sport?</p> <p>-No, but I watch wheelchair tennis tournaments every year.</p> <p>-Is Paralympics known enough ?</p> <p>-I think it is now getting on the same scale as the Olympics.</p> <p>-I wish I had started doing sports earlier.</p> <p>-How old were you when you started? 19 or 20?</p> <p>-She wishes she won the gold medal.</p> <p>-Me too. May the best man win!</p> <p>I wish some people respected disabled people more.</p> <p>-Before competition, you looked as if you had relieved. Why?</p> <p>-Because I saw my opponent weak.</p> <p>The paralympics closing ceremony will kick off at 8 in the evening.</p>	<p>TV/radio Games/Fun Note Taking Oral Presentations Digital Media Internet Websites Print Media Health Magazines Songs Descriptive/Biographical Texts Interview Comics Survey on Personal Life (find someone who) E-mails <b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>READING TIME</b> <b>VIDEO BLOG ENTRY</b> <b>EBA</b></p>
	Talking about wishes and regrets	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to scan a real success story of a paralyzed person.</li> <li>Students will be able to identify the information about paralympics to answer the questions.</li> <li>Students will be able to identify lexis and jargon related to paralympics.</li> <li>Students will be able to match the definitions with phrasal verbs in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an opinion essay on ways of making paralyzed people's life easier by synthesizing information about paralympics they get by using information technologies.</li> <li>Students will be able to write a letter or a note on wishes, regrets.</li> </ul>	<p>Talking about national, moral and cultural values</p>	

## **HAZIRLIK SINIFI BULUNAN ORTAÖĞRETİM KURUMLARI İNGİLİZCE DERSİ 12. SINIF ÖĞRETİM PROGRAMI (CEFR “B2+/C1” SEVİYELERİ)**

12.Sınıf İngilizce Dersi Öğretim Programı, Avrupa Ortak Başvuru Metni’nde belirlenen düzeylerden B2+ ve C1 (Bağımsız Kullanıcı ve Yetkin Kullanıcı) düzeylerine denk gelmektedir. Bu sınıfta program, B2+ seviyesinin gözden geçirilmesi ile başlar. Bu seviyede öğrenci çok zorlanmadan belli ölçüde doğal ve akıcı bir dil kullanarak ana dilde konuşan birisiyle iletişim kurabilir. Soyut ve somut konulara dayalı karmaşık metinlerin ana fikrini anlayabilir, kendi uzmanlık alanı olan konularda teknik tartışmalar yürütebilir. C1 seviyesine gelen öğrenciler; bağlantıların ve ilişkilerin açıkça ortaya konduğu, iyi yapılandırılmış, ayrıntılar içeren metinler yoluyla karmaşık konularda kendini akıcı bir şekilde ifade edebilir. Dili akademik amaçlar için ve günlük yaşamda esnek ve etkili bir şekilde kullanabilir. Gereksinim duyduğu ifadeleri fazla zorlanmadan bularak kendini doğal ve akıcı bir şekilde ifade edebilir. Farklı yapıya sahip uzun ve karmaşık metinleri anlayabilir ve bu metinlerdeki dolaylı anlatımları ve imaları fark edebilir.

### **C1 (Yetkin Kullanıcı) Ortak Yeti Açıklamaları**

Farklı yapıya sahip uzun ve zor metinleri anlayabilir, dolaylı anlatımları ve imaları kavrayabilir. Kendini, sık sık kelime aramak zorunda kalmadan doğal ve akıcı bir şekilde ifade edebilir. Dili toplumsal, akademik ya da öğrenim hayatında etkili ve yerinde kullanabilir. Kendini; karmaşık konularda açık, uygun ve ayrıntılı bir şekilde ifade edebilir ve bu sırada çeşitli araçları, metnin bütünlüğüne uygun bir şekilde kullanabilir.

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>1</b> <b>Career</b>	Talking about future plans	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to take notes of an expert's advice about the steps for a job application.</li> <li>Students will be able to use their notes to answer the questions.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to produce sounds: /etaɪ/, /ataɪ/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about their future/ career plans.</li> <li>Students will be able to use expressions when they need to confirm understanding.</li> <li>Students will be able to talk about workday routines.</li> <li>Students will be able to use expressions that encourage people.</li> <li>Students will be able to take part in a job interview through a role play.</li> </ul>	<p>/etaɪ/ mayor - /ataɪ/ fire</p> <p>-How did you decide to become a pediatrician? -Well, I have always loved children. First I wanted to be a teacher but...</p> <p>-This job requires exceptional people from a variety of academic backgrounds and professions including finance, government, law etc.</p> <p>-What are your long-term career goals? -My goal is to find a position at a company where I can grow and take on new challenges over time.</p> <p>Developing a career plan will help you outline a clear way as you begin looking for a new job.</p> <p>-How do I apply for a job? -Sweetie, don't you know? First of all, you have to submit an online application recruitment system and...</p> <p>-Come on, just have a go. -At least have a try. -It's worth a shot.</p> <p>- "Start where you are. Use what you have. Do what you can." ~Arthur Ashe</p> <p>Sorry! I'm afraid I didn't catch that. Could you say that again, please? Could you explain what you mean by home office? When you say... do you mean...? If I understand correctly, you're asking...</p>	<p>TV / Radio Recordings Conversations Matching Paragraphs with the Headings Project (e.g. comparing jobs) Interviews Note Taking Oral Presentations Real Life Texts Descriptive Texts Job Application Letters Cv E-mails</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	Confirming understanding	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to complete a career test while reading.</li> <li>Students will be able to skim the text to get the general idea.</li> <li>Students will be able to match the headings with the paragraphs.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a job application letter/ transactional letter by adding their CVs.</li> <li>Students will be able to form sentences functioning with the same meaning.</li> </ul>		

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>2</b> <b>Immigration</b>	Talking about reasons and results	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to take notes the essentials of lectures, talks or reports which are academic or professional to answer the questions related to topic.</li> <li>Students will be able to listen to find out difficulties of immigrants meet.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to focus on utterances spoken in different accents in English: Latin, Canadian, Australian, South African, etc.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about experiences and events in the past.</li> <li>Students will be able to discuss the reasons of immigration by using expressions to analyze the problem.</li> <li>Students will be able to talk about the solutions to prevent immigration in the future.</li> <li>Students will be able to discuss about stereotypes.</li> </ul>	<p>-in the era of globalization, economic or labour migration is on the rise. Why? -We can say that due to the lack of employment opportunities and increased demands for low-wage workers in developed countries...</p> <p>Hawaii princess Kaiulani had been taken away from her lands for her own safety. She lived in England for a while for her protection and education.</p> <p>-Why did you immigrate here? -I wanted to provide better opportunities to myself and my family. -What kind of difficulties have you met since you came here? -I couldn't speak your language; besides I had problems due to cultural differences.</p> <p>-What do people think about immigrants in your country? -Some people think immigrants are taking our jobs. They don't contribute to society. -I don't think so. These are only myths and stereotypes.</p> <p>We should consider this problem step by step. I think the first step is... If we break this question down into smaller parts, we can see clearly that...</p>	<p>TV / Radio Recordings Newspaper Note Taking Oral Presentations Descriptive/Biographical Texts Argumentative Essays Informal Debate Authentic Texts Survey on Personal Life (find someone who) E-mails</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>
	Using expressions to analyze a problem	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to skim authentic text to get the main idea.</li> <li>Students will be able to match the topics with the paragraphs of the text.</li> <li>Students will be able to change the forms of the words in the text to make meaningful sentences such as migrate-immigrant- immigration.</li> <li>Students will be able to match the problems with the solutions.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an argumentative essay about immigrants and their difficulties.</li> <li>Students will be able to use transitional expressions.</li> </ul>		

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>3</b> <b>At the Airport</b>	Talking about procedures	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to complete the instructions about authentic announcements at the airport.</li> <li>Students will be able to put the instructions into the correct order.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to produce sounds: /oʊə/, /eə/, /əʊə/, /əʊə/.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to simulate an airport scene starting with security gates.</li> <li>Students will be able to use expressions about apologizing for their faults in a dialogue.</li> <li>Students will be able to use discourse markers in their conversations.</li> <li>Students will be able to talk about dos and don'ts at the airport.</li> </ul>	<p>/oʊə/ lower /eə/ goer /əʊə/ flour</p> <p>-I'm scheduled to depart on May 5th. May I change this an earlier date? Is May 1st available?</p> <p>-Make sure at the check-in by 17.30.</p> <p>-Well, How much luggage do you have?</p> <p>-Not too much, only two bags.</p> <p>-How do I get to gate F1?</p> <p>Don't leave liquids in your carry-on. Take off your belt, watch and jacket. Don't joke about national security or bombs.</p> <p>Flying always terrifies me. What I mean is I hate flying.</p> <p>By the way...</p> <p>Surely...</p> <p>Admittedly...</p>	<p>TV / Radio Recordings Postcards Maps Note Taking Oral Presentations Movies Comics E-mails</p> <p>Project(e.g creating an airport scene) International Air Travel Rules Visa Approval Form Role play Internet Websites</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	Using expressions to apologize	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read a text/ a dialogue to catch the information about the topic.</li> <li>Students will be able to answer multiple choice questions about the text/ dialogue.</li> <li>Students will be able to find out the meaning of phrasal verbs about travel such as drop off, take off, speed up, set out.</li> <li>Students will be able to use compound nouns to complete a text/ dialogue/ sentences such as stopover, layover, oversized, X-ray machine, boarding call, etc.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an airport story they experienced, watched or imagined by using punctuation marks correctly.</li> <li>Students will be able to fill out a form needed while going abroad.</li> </ul>	<p><b>At the security gate</b></p> <p>-Put your luggage on the security tape and put off your belt.</p> <p>-Should I put off my jacket, too?</p> <p><b>At the check-in desk</b></p> <p>-May I have your passport, please?</p> <p>-Here you are.</p> <p>-Please place your bag on the scale.</p> <p>-Please mark this bag as fragile.</p> <p>Please accept my apology for...</p> <p>I'm terribly sorry to/ about/ for...</p> <p>I shouldn't have said that...</p> <p>I didn't mean to hurt you...</p> <p>I deeply regret hurting your feelings...</p> <p>I feel terrible about causing you pain...</p>	

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>4</b> <b>Overcoming test anxiety</b>	Talking about anxiety  Describing and giving advice about overcoming problems  Using expressions for discussion and debate	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify speakers' viewpoints, including their general and supporting ideas.</li> <li>Students will be able to listen to the school counsellor advice about test anxiety to place the related words into the text.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to make connections in order to use more fluent and rapid phrases and sentences such as "Tell me about it!" "I could've done better", "Do you see what I mean?"</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about how to overcome test anxiety.</li> <li>Students will be able to use formal and informal social expressions.</li> <li>Students will be able to talk about significant effects of test anxiety on the foreign language learning process.</li> <li>Students will be able to use expressions for discussion and debate.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read narrative, descriptive or informative paragraphs related to anxiety to find out the reason, result and solutions.</li> <li>Students will be able to match the definition with the vocabulary/ phrasal verbs related to topic.</li> <li>Students will be able to identify adverb collocations.</li> <li>Students will be able to identify the intensifiers in the text/ the paragraph.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write about how test anxiety affects exam performance and how to overcome it.</li> <li>Students will be able to use clauses of reason and result in their writings.</li> </ul>	<p>-How do we overcome test anxiety? -Test anxiety? I'm positive about exams. I think it's only a test. I won't be punished and I'm not going to die! Don't revise the night before the exam. Eat breakfast, take deep breaths to deal with stress.</p> <p>-How does he feel after the exam? -I think he feels so happy that he can't stop smiling.</p> <p>-I want to be successful in the last exam. But how? -Well, you should be careful with easily confused words. I'm sure you'll do the other parts perfectly. That's just what I wanted!</p> <p>Before taking the exam his grandma told him to use a highly recommended home remedy.</p> <p>-Her mother is desperately anxious about her unusual test anxiety. -What a pity. I hope she would overcome it.</p> <p>At first her eyes filled with horror, and then she burst into tears.</p> <p>The solution to this problem is... Another way of looking at this problem is... In order to solve this problem... We must first/ initially... I'll need to think about that. I can't answer that directly. Well it depends on what you mean... There are two problems here... Moreover... Are you for or against?</p>	<p>TV/Radi Recordings</p> <p>Seminars on Overcoming Test Anxiety</p> <p>Articles on Overcoming Test Anxiety</p> <p>Note Taking</p> <p>Oral Presentations</p> <p>Project(e.g. At the psychologist/ Relaxation techniques/Meditation)</p> <p>Conversations</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>



THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
5 <b>Superstition or Logic?</b>	<p><b>Making comments</b></p> <p><b>Reporting beliefs</b></p> <p><b>Using fillers</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to listen to an authentic audio script such as a radio programme to fill in the table with different beliefs and superstitions in different countries.</li> <li>Students will be able to listen to a song and complete the gaps in the lyrics.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice reduction of auxiliaries in questions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to search superstitions all around the world through internet to report.</li> <li>Students will be able to discuss whether the given superstitions are blind belief or make sense.</li> <li>Students will be able to discuss about the reasons why people believe superstitions.</li> <li>Students will be able to use fillers when necessary.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to find out specific information in the text to answer the questions.</li> <li>Students will be able to identify author's viewpoint.</li> <li>Students will be able to match vocabulary with the correct meaning.</li> <li>Students will be able to replace the synonyms/ antonyms in text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an essay on the effects of superstitions and blind beliefs on social life.</li> <li>Students will be able to use linking words in their writings.</li> </ul>	<p>Some people in India believe that they will have bad luck if... it is believed that in order to bring good luck and to keep nightmares away, you must hang a horseshoe in the bedroom. In China on New Year's Day, dirt shouldn't be swept out of the house because if someone does it, he will sweep away good fortune too.</p> <p>She explained that... He didn't tell me... She asked me what... Three days later, the police reported one flying object to be seen in the sky.</p> <p>-Let's have the meeting on Sunday. -No way! Sunday is the thirteenth, an unlucky day.</p> <p>-Are there any similarities between superstitions and blind belief? -Yes. We can say that superstition's an excessive belief in supernatural powers. -OK. What's blind belief based on? -Only pure ignorance, illiteracy of people.</p> <p>The reason I believe that is... The recent researches shows that... As seen in this paragraph...</p> <p>Let me see/ think Well to be honest... It's difficult to say... To cut a long story short...</p>	<p>Authentic Audio Script Informal Debate Pictures Note Taking Oral Presentation Comics Communicative Tasks Conversation Internet Website Songs Writing an Essay</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
6 <b>Mysterious Events</b>	Talking about mysterious  Giving additional information about events, people or places  Using expressions to make a summary	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to catch the specific information in the recorded text.</li> <li>Students will be able to put the events into chronological order after listening.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice sentence intonation and stress.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to narrate mysterious events they've heard/ lived.</li> <li>Students will be able to comment on photographs related to mysterious events.</li> <li>Students will be able to take roles in a murder mystery game by working together to discover the identity of the murderer and motive for the murder.</li> <li>Students will be able to use expressions to make a summary of their own speech.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to find out general and specific information in the text.</li> <li>Students will be able to guess the meaning of unknown words by using context.</li> <li>Students will be able to complete the sentences with the prepositions in the text.</li> <li>Students will be able to identify defining and nondefining information about events, people or places.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a mystery event that they have read or seen on TV or their own mysteries.</li> <li>Students will be able to use subordinating conjunctions to combine sentences.</li> </ul>	<p>-Mary Celeste had sailed from New York on November 7th with her passengers, but when she was found, there was nobody in it. -What happened to Mary Celeste? -Nobody knows.</p> <p>-Is there any surprising news? -Let me check. According to external media, which exaggerates everything, two undefined flying objects appeared in the sky.</p> <p>-What are the facts about Nessie? Is it a myth? -Yes, some say it's a myth, but it has been claimed that Loch Ness Monster, which was first time reported in AD 565, is a living dinosaur in the Ness River.</p> <p>In this picture it seems as if... The lady seems to... Maybe ... I think ... ... might be a symbol of... The atmosphere is peaceful/ depressing ...</p> <p>-What are the suspects' names and occupations? -Paul is a mayor, Linda is... -How did Linda relate to the victim? -She was his close friend. -Was she in love with him?</p> <p>Looking at the whole picture, it is clear that... Considering all the points mentioned, we can see that... What can we conclude from this discussion? What do all these facts mean?</p>	<p>TV / Radio Recordings Reorder Note Taking Oral Presentations Internet Website Descriptive Texts Comics Pictures Summarizing Print Media Project(e.g. Producing a story) Jigsaw Puzzle IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA</p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>7</b> <b>Expenses and Debts</b>	Talking about money  Talking about responsibilities  Requesting specific information in person or by phone	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to complete a monthly expenditure chart of people.</li> <li>Students will be able to compare monthly expenditures of people by looking at the charts.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice sentence stress.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to give suggestions to financial problems and budget management to their friends.</li> <li>Students will be able to talk about taking on new responsibilities.</li> <li>Students will be able to request specific information from a bank talking face to face or on the phone.</li> <li>Students will be able to talk about their monthly budget in the class.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read a text/dialogue to find out an economist's suggestions for the financial problems of people.</li> <li>Students will be able to read an article to make a judgement.</li> <li>Students will be able to find out the meanings of idioms and expressions about money in the text such as color of someone's money, money from home, front money, fiat broke.</li> <li>Students will be able to change the forms of the words in the text to make meaningful sentences such as bankrupt-bankruptcy, account- accountant - accountant.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to draw a monthly budget table of their families.</li> <li>Students will be able to write a paragraph about their responsibilities at home and at school.</li> </ul>	<p>He doesn't spend as much as she does. He spends a quarter of his salary on....</p> <p>-What is a better investment now; gold or silver? -It does depend on you.</p> <p>-Finally I did pay my loan to the bank. -How could you pay that loan? -I always save something for a rainy day.</p> <p>I have never been late on any payments. Would you please reconsider my application? Can I access personal information on someone else's behalf? Can you check about the costs and fees in advance? -What do you have to do? -I'm in charge of paying phone bills.</p> <p>She cares about her daughter's future, so she always puts aside some money every month. You're responsible for anything you've done.  They had to owe their neighbour some money, but they paid back soon.</p>	<p>TV/ Radio Recordings Note Taking Oral Presentations Monthly Expenditures Charts Monthly Budget Survey on Personal Expenditures E-mails Real Life Text Internet Website</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>8</b> <b>Disasters</b>	Emphasizing actions rather than doers	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to listen to the news about disasters on the radio or TV to find out what the disaster is.</li> <li>Students will be able to find out information from a recorded or live audio to complete a real-life task about disasters.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to use sentence stress appropriately.</li> </ul>	<p>People can't stop natural disasters if they don't have enough knowledge. People should be educated on this issue.</p> <p>In the avalanche ten people were killed, one person was rescued with injuries and another one died in hospital.</p> <p>The earth is suffering from natural disasters such as volcanic eruptions, blizzards, floods.</p>	<p>TV / Radio Recordings Pictures Note Taking Summarizing Print media Internet website Oral Presentations Narrative Essay Descriptive Texts Information Gap Activities E-mails Real Life task</p>
	Talking about national, moral and cultural values	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to describe a scene of a disaster.</li> <li>Students will be able to talk about what natural disasters frequently struck Turkey.</li> <li>Students will be able to talk about how to prevent human made disasters.</li> <li>Students will be able to talk about respect to the nature and environment.</li> <li>Students will be able to reminisce about past disasters.</li> </ul>	<p>The village, destroyed by tsunami has been tried to be rebuilt.</p> <p>Having cut down the trees here caused erosion and deforestation.</p> <p>The woman sitting in the ambulance was rescued by the fireman.</p> <p>-Have you heard about the recent natural disaster? -Disaster? -Yes. Hurricane Alex is said to make landfall on the island.</p> <p>It reminds me of one of the worst earthquakes. It doesn't feel that long ago. I can picture it well. I can remember those ruined houses clearly.</p> <p>Respect and care to nature can start from yourself and don't wait other people for do that.</p>	<p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>READING TIME</b></p> <p><b>EBA</b></p>
	Reminiscing about the past	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to read an authentic text/ news to identify the disasters and results.</li> <li>Students will be able to complete a dialogue/ text using phrasal verbs such as blow away, fall down, flood out.</li> <li>Students will be able to categorise manmade and natural disasters in the text.</li> <li>Students will be able to identify participles in the text.</li> <li>Students will be able to identify passive actions in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write a narrative essay on the impact of a natural disaster on a people by following the essential steps of narrative essay.</li> <li>Students will be able to use participles in their writings.</li> </ul>		

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<p><b>9</b></p> <p><b>Renewable energy</b></p>	<p>Talking about energy sources</p> <p>Taking part in a conversation or discussion effortlessly</p> <p>Justifying Opinions</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to match the pictures with the vocabulary related to renewable energy before listening.</li> <li>Students will be able to listen to an expert to make a list about kinds of renewable energy sources.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to use sentence stress correctly.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to search renewable energy sources in the world to share with their friend.</li> <li>Students will be able to explain general ways to save energy at a personal, community and global level.</li> <li>Students will be able to use gerund and infinitive in their speech.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to skim texts about awareness of current worldwide-renewable energy sources and usage to get the main idea.</li> <li>Students will be able to answer multiple choice questions related to the text.</li> <li>Students will be able to use word analysis (prefix, suffix) and vocabulary skills to increase comprehension and fluency such as source-resource, consume-consumption.</li> <li>Students will be able to identify phrasal verbs related to the topic.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an article about the benefits and disadvantages of using renewable sources by using expressions about justifying opinions.</li> <li>Students will be able to use transitional expressions in their writings such as but, however, in spite of, clearly then, on the one hand, thus, nevertheless, nonetheless, notwithstanding, on the contrary, similarly, also, in the same manner.</li> </ul>	<p>-Renewable energy is a necessary power in the world, but what is renewable energy consumption?</p> <p>-Consuming the renewable energy is an activity of using the energy obtained from natural resources, such as sunlight, wind and rain.</p> <p>-Do we use renewable energy in our country?</p> <p>-Certainly, To be honest, Turkey is a country which has the highest hydropower, wind and geothermal energy potential among European countries.</p> <p>-What is the aim of your studies?</p> <p>-The aim of my study is to investigate the renewable energy policies and the political organizations that shape policies.</p> <p>Australian solar power has brought down the country's bills. The government is taking the advantage of the often windy conditions and is putting up wind farms off its coasts.</p> <p>There are several reasons we use renewable energy. The first is... There is a lot of evidence to support my point of view. For example... There are many facts in favor of my opinion. One such fact is...</p>	<p>TV / Radio Recordings Matching Pictures Note Taking Oral Presentation Articles Print media Internet Website Project(e.g. Search on Renewable Energy Sources) <b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>READING TIME</b> <b>EBA</b></p>

English

CEFR B2+/C1

12<sup>th</sup> Grade

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>10</b>		<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to label the photos with the correct types of art before listening.</li> <li>Students will be able to find out general and specific information on TV programs or films.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice homophones, homonyms, homographs.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about various types of art.</li> <li>Students will be able to comment on masterpiece of an artist.</li> <li>Students will be able to talk about music festivals in their cities or country.</li> <li>Students will be able to use deductions while talking about works of art.</li> </ul>	<p>The boy has picked a flower. My mother baked a cake with flour. Please excuse this poor excuse for art. One of my close friends closed the door immediately.</p> <p>-San Francisco artists make art from trash. -Really! Do you like it? -Yes. That is a great job.</p> <p>-The season in the painting must be winter time. Because everywhere looks wet and cold. -It could be the beginning of autumn. I see the yellow leaves on the ground. -Which city is it? -It can't be Moscow. It must be somewhere nearby London, Paris or Rome. Because...</p>	<p>TV/Radio Recordings Photographs Pictures Paintings Essay writing Note Taking Oral Presentations Songs Comics Posters Poems</p> <p>DESCRIPTIVE/BIOGRAPHICAL TEXTS IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA</p>
<b>Art</b>	<p>Talking about arts</p> <p>Expressing how sure someone is about something</p> <p>Using expressions to make comments</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify psychological effects of fine arts on people in the text.</li> <li>Students will be able to read a text on art to evaluate the details.</li> <li>Students will be able to identify homophones, homonyms and homographs in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an essay about art types such as street, recycled, photography, sculpting, digital arts.</li> <li>Students will be able to use linking words.</li> </ul>	<p>-What do you think the composer is trying to tell in this piece? -Do you think it is a masterpiece? -It doesn't mean anything to me! -It reminds me.../ I think... -I don't understand what the artist is trying to tell.</p> <p>-Does the creative process of art make us happier? -Yes, undoubtedly, art has a powerful effect on us in positive ways.</p> <p>The interesting point I would add... My personal view is that ... I cannot deny that... I am sure /convinced/certain that...</p>	