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ORTAÖĞRETİM KURUMLARI

İNGİLİZCE DERSİ

(9, 10, 11 ve 12. SINIFLAR)

TASLAK ÖĞRETİM PROGRAMI

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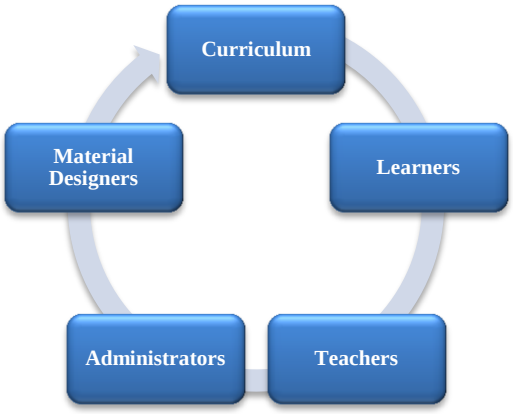
9th -12th Grades English Curriculum

Introduction

Foreword

The main goal of the new 9th-12th Grades English Curriculum is to engage learners of English in stimulating, motivating, and enjoyable learning environments so that they become effective, fluent, and accurate communicators in English. Achieving this goal and successful implementation of the curriculum depend on the collaboration among the leading stakeholders in education: administrators, teachers, material designers, and learners.



Administrators' Roles in the Implementation of the English Curriculum

Administrators' support is essential in applying the new curriculum especially in assessment. It is of great importance for administrators to acknowledge the unique needs of English as a subject of study. Being a skills-based discipline, language learning requires excessive practice of real-life activities on the part of language learners. Consequently, assessment strategies and styles should match the nature of language learning process, which calls for the inclusion of alternative assessment methods as well as traditional ones.

Teachers' Roles in the Implementation of the English Curriculum

English teachers' role in the successful implementation of the new curriculum is the most important one. Without the support and commitment of teachers, no teaching method, material, or initiative can result in productive and durable learning. Therefore, it is important for teachers to familiarize themselves with the main principles of the curriculum, reflect on the rationale behind these principles, and support these principles with appropriate teaching techniques so that their learners can become effective communicators in English.

Material Designers' Role in the Implementation of the English Curriculum

Materials designers are asked to design course books and/or supplementary materials in line with the principles of the new curriculum while taking teachers'/learners' needs and wants as well as the requirements of Turkish Republic Ministry of National Education and general institutional profile of EFL classrooms of high schools in Turkey.

Learners' Roles in the Implementation of the English Curriculum

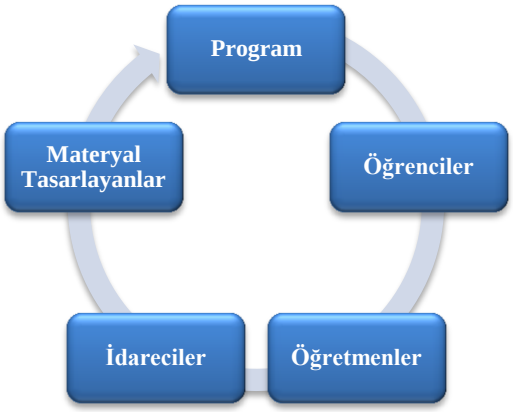
The new English curriculum is designed to encourage learners to be more active and autonomous. Under the supervision of their teachers, learners can also contribute to material and task design by bringing in self-prepared materials to the learning environment and act as decision makers/reflective individuals in their own learning.

9. - 12. Sınıflar İngilizce Programı

Giriş

Önsöz

9. - 12. Sınıflar İngilizce programının temel amacı, öğrencilerin İngilizceyi etkili, akıcı ve yanlışsız kullanabilmeleri için, teşvik/motive edici ve eğlenceli bir öğrenme ortamı ile buluşturmaktır. Bu amacı gerçekleştirmek ve programın başarılı bir şekilde uygulanması, eğitimde en çok pay sahibi olan kişilerin; yani idareciler, öğretmenler, materyal tasarlayanlar ve öğrencilerin arasındaki işbirliğine bağlıdır.



İngilizce Programının Uygulanmasında İdarecilerin Rolü

İdarecilerin desteği, yeni programın uygulanmasında ve özellikle de ölçmede esastır. İdarecilerin, İngilizce'nin bir çalışma konusu olarak gerektirdiği kendine özgü ihtiyaçlarını tanıması çok önemlidir. Beceriye dayalı bir eğitim olan yabancı dil öğrenimi, gerçek hayata benzer çok fazla sayıda aktivite gerektirmektedir. Sonuç olarak, ölçme ve değerlendirme yolları yabancı dil öğrenimi sürecinin doğası ile uyumlu olmalıdır. Dolayısıyla geleneksel ve alternatif ölçme teknik ve yöntemlerinin bir arada kullanılması gerekmektedir.

İngilizce Progamının Uygulanmasında Öğretmenlerin Rolü

Yeni progamın başarılı bir şekilde uygulanmasında İngilizce öğretmenlerinin rolü en önemlisidir. Öğretmenlerin desteği ve kendini adamışlığı olmadan, hiçbir öğretim metodu, materyali ya da girişimi üretken ve kalıcı bir öğrenme olarak sonuçlanamaz. Bu sebeple, öğretmenlerin programdaki ana ilkeleri tanıyor olması ve bu ilkeleri uygun öğretme teknikleri ile desteklemesi, öğrencilerin İngilizcede etkili bir şekilde iletişim sağlayan bireyler olabilmesi için çok önemlidir.

İngilizce Programının Uygulanmasında Materyal Tasarlayanların Rolü

Materyal tasarlayanlar yeni programın ilkelerine uygun olarak ders kitapları ve/ya destekleyici kitaplar geliştirirler. Bunu yaparken de, öğretmen ve öğrencilerin ihtiyaçları ve istekleri, aynı zamanda Türkiye Cumhuriyeti Milli Eğitim Bakanlığı'nın beklentileri ve Türkiye'deki liselerde mevcut İngilizce sınıflarının genel kurumsal profiline uygun olmasına da dikkat ederler.

İngilizce Programının Uygulanmasında Öğrencilerin Rolü

Yeni İngilizce programı öğrencileri aktif ve kendi kendine de öğrenen bireyler olmaları yönünde teşvik etmek için tasarlanmıştır. Öğretmenlerinin gözetimi altında, öğrenciler de kendi hazırladıkları materyalleri öğrenme ortamına katarak ve kendi öğrenmelerinde karar verici/düşünsel bireyler olarak materyal ve ödev geliştirmeye katkıda bulunabilirler.

Learning Model for English
9th-12th Grades

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

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

In addition, in the 9th-12th Grades English Curriculum **collaboration** among students is encouraged more than competition because collaborative activities are more in line with the natural process of language learning in which learners have to interact with each other to negotiate meaning and practice interpersonal skills that are necessary to become effective communicators (Crawford,

2007). Collaboration also meets the affective needs of **adolescent learners** more than competition as adolescents are generally more reliant on their peers and "see their friends as more trusted confidants compared to the adults in their lives" (Powell, 2010, p.114). Adolescents go through significant physical, cognitive, and emotional change and they are in pursuit of forming their own identities (Brown, 2000) as well as independence. Crawford (2007) also states that "young adolescents crave for exploration, peer interaction, and personal autonomy" (p.17). Therefore, fostering **learner autonomy** is an important principle adopted in the new 9^{th}-12^{th} grades English curriculum. As Powell (2010) points out "a*lone* 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 (Penaflorida, 2002). Another way to increase autonomy among learners is to include them in the decision making process, especially in providing supplementary language learning materials, which can also increase learner motivation in the classroom (McCrath, 2013). Throughout the 9^{th}-12^{th} grades English curriculum students are encouraged to be involved in **task-based**, collaborative, and **project-based** language activities that would empower learners by increasing their self-esteem, autonomy, and language skills (Stoller, 2002).

In order to sustain such a productive, communicative, and dynamic language learning environment, the assessment techniques used should also reflect the language teaching and learning methods. One of the significant causes of lack of communicative competence among most Turkish learners of English is that in general there has been a mismatch between the nature of language learning process and language assessment types and tools in English classes. In other words, even if we teach communicatively, this does not guarantee the development of communicative competence among learners because learners' output in language is not being assessed communicatively. Therefore, **authentic assessment** tools that give way to communicative assessment are included in the new 9^{th}-12^{th} 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 9^{th}-12^{th} 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, smart phones, and other portable devices (Kukulska-Hulme & Shield, 2008) has already been very widespread and popular among adolescents. Crawford (2007) claims that technology cannot be overlooked if we want to bridge the growing disconnect between the adolescents' lives and school experiences to tap into the interests of adolescents. Crawford (2007) also lists several benefits of technology in teaching adolescents and states that instructional technology is a natural fit with the functioning of the adolescent brain, if used meaningfully it can be a tool to develop students' thinking and learning, it has the potential to diminish cultural barriers and promote multicultural awareness among adolescents, and the use of the Internet provides the adolescents ways to carry out research on current events, collaborate with mentors, experts, and peers. With the help of instructional technology language learners are able to access authentic language, international communities, and intercultural environments that would provide learners with genuine communication opportunities. Especially, chat rooms, virtual worlds, and electronic discussions can help learners practice language skills as well as learn the culture of others (Hanna & de Nooy, 2003). In chat rooms, language learners can provide a more comfortable environment for non-native speakers of English, which can also improve the willingness to communicate in English (Freiermuth & Jarell, 2006). Videoconferencing 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 new 9^{th}-12^{th} 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 new 9^{th}-12^{th} 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 9^{th}-12^{th} grades, especially regarding learner age, interests, and language level. The curriculum is divided into 10 units organized around **interrelated themes** for each grade. Thematic unit organization encourages adolescent learners to make thematic connections related to language, social issues, and personal concerns (Crawford, 2007). The themes for each grade were selected with the help of a focus group of learners in the 9^{th}-12^{th} Grades who stated their preferred themes for learning English in high school via a survey in which learners were asked to prioritize the themes based on their preferences and by numbering them from the most preferred to the least one.

In addition to the thematic organization of the units, language functions, all 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 9^{th}-12^{th} 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 new 9^{th}-12^{th} grades English curriculum can be regarded as a "**multi-syllabus**" (McDonough & Shaw, 2003) containing different elements of other syllabus types at varying degrees. The eclectic approach adopted in the curriculum comprises elements of mostly **functional syllabus**

and **skill-based syllabus** while integrating other aspects of language such as structures, pronunciation, and vocabulary relevant to the themes, functions, and skills of the units presented.

Instructional Design:

The curricular model in English 9th-12th grades is different from the 2nd-8th grades in that it is not divided into several stages. Considering the close age range of students across different grades in high school, the instruction throughout the four grades is seen as a continuum without strict boundaries. The **9th Grade Program** is intended to revise most of the content learnt up to the 8th Grade English Program. In addition, limited new language functions and use were introduced to make a smooth transition to the 10th Grade program. There is limited focus on language structures in the **10th Grade** and **11th 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 **12th 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. In all grades, communicative, experiential, and task-based language activities are promoted. Overall, the curriculum is designed based on weekly six English lesson hours in 9th Grade and four English lesson hours in 10th, 11th, and 12th Grades. If different or additional hours are offered in different institutions, adaptations can be made by the groups of English teachers in the institutions.

Instructional Materials:

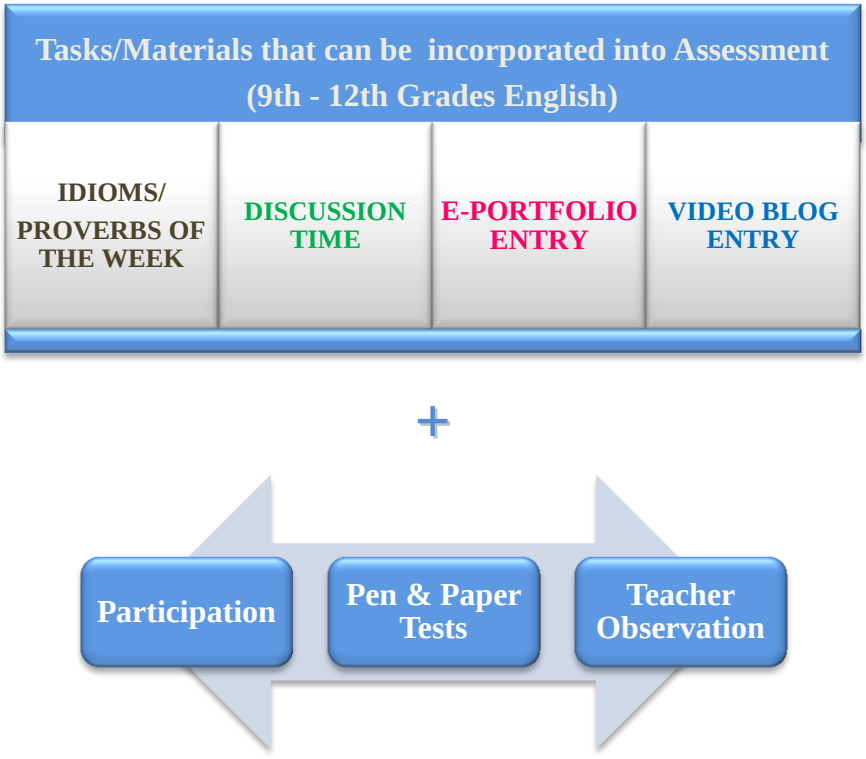
In the new 9th-12th Grades English Curriculum preferred instructional materials are the ones that are attractive in presentation, authentic in content/use, culturally sensitive, unbiased toward learners'/others' cultures/genders, (Tomlinson, 1998) and multisensory in design. In addition, variety as well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

The format of the materials in the 9th-12th Grades English Curriculum is a combination of print and **multimedia**. The new curriculum encourages the integration of technology in all aspects of English language teaching and learning because technological tools match the dynamic and interactive nature of the language as well as the adolescents' interests and real-life experiences. Learning tools and materials are increasingly being delivered electronically (Tomlinson, 2012) through digital cameras, mobile devices, and Tablet PCs and the new curriculum of English is designed to be in synch with the recent developments in education and provide learners with an up-to-

date foundation for learning English. Material designers should opt for designing a variety of multimedia and online materials for both teachers and learners of English. In addition to online materials and software, offline and/or hard copies of the materials such as transcripts of audios/videos, print screens of online posters/newspapers, DVDs consisting of movies, and interactive learning software which can also work offline should be provided for teachers and learners to prevent the challenges that can be faced as a result of power cuts or lack of/limited access to the Internet. Material designers should also offer guidelines to teachers of English on how to integrate technology into the English classrooms in the teachers' guides with specific video-tutorials and specific examples relevant to English classes. Online communities in which teachers of English can share ideas and materials locally and globally can also be created so that English teachers in Turkey can interact with colleagues in Turkey and around the world and the integration of technology which is an integral part of the 9th-12th Grades Curriculum can be carried out effectively.

Assessment

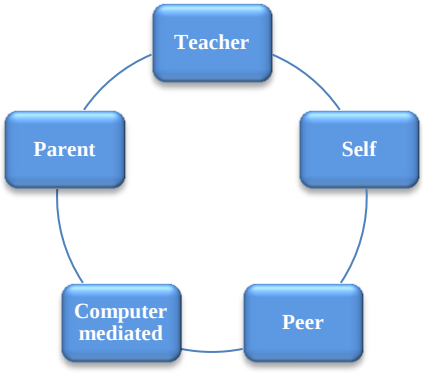
The assessment in the 9th-12th Grade English Curriculum is also a mixture of alternative, traditional, and electronic assessment types. In order to assess the complex nature of language output of students, assessment types are also diverse in nature in curriculum. Any type of student output can be assessed in language classes, but the main assessment types suggested in the curriculum are evaluating listening/speaking skills via *Discussion Time* activities and/or Video Blogs (*V-logs*) and evaluating the integration of all four language skills as well as the other components of language such as lexis, structure, and pronunciation via *Tech Pack*, *pen-paper in-class exams*, or *E-portfolios*. The use of E-portfolios is selected as one of the assessment strategies since E-portfolios extend the range of materials and activities that can be included (Walker & White, 2013) to evaluate learners' performances in language.



Whichever assessment tool is used, it is strongly recommended that the emphasis is given to designing communicative assessment tasks and assessing production of language in the implementation of the curriculum. Since 9th-12th English 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 three minutes. To assess speaking skill students can also select a random real life situation from a list given by the teacher and act it out in the form of a conversation in pairs or groups. In this way students can demonstrate both their listening and speaking skills. When applying such an assessment task, it is strongly recommended to give an evaluation rubric/checklist to the students beforehand and to video record the conversations for future reference and/or feedback sessions.

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

Feedback Sources in Assessment: Similar to assessment types, feedback sources in the assessment process in the 9th-12th Grades 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 (9^{th} -12^{th} 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, materials, and tasks, not vice versa.
- is used to promote and check learning in English, not as a negative reinforcement instrument.
- enables to assess authentic use of language with an emphasis on tools such as portfolios, projects, and/or communicative activities more than traditional assessment tools such as multiple choice, true/false, and/or fill-in-the blanks.
- is geared toward assessing understanding, production, and use of analytical skills in English, not merely memorization of language structures or vocabulary.
- allows the involvement of multiple feedback providers for different assessment tasks (self, peer, teacher, computer-mediated, and/or parent evaluation).

İngilizce Öğretme ve Öğrenme Ortamının Genel Özellikleri (9.-12. Sınıflar)

Öğrenciler….

- sınıfta devamlı olarak İngilizce konuşurlar.
- iletişimsel 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.
- ana dil 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 sahibi olmaya teşvik edilirler.

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 imkan 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 cesaret verir, yol gösterir.

Materyaller/ Görevler…

- düzenleme ve içerik olarak mümkün olduğunca gerçeğe yakındır.
- öğrencilerin farklı duyularına hitap ederek farklı kanallardan dil öğrenimine imkan sağlar.
- öğrencinin gerçek yaşamdaki dil ihtiyaçlarına ve ilgilerine hitap eder (örneğin. hayatta kalma İngilizcesi, akademik İngilizce) .
- 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, materyaller ve görevlere 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 araçlarından ziyade, portfolyo, proje, ve iletişimsel aktiviteleri vurgulayarak, dilin gerçek kullanımını ölçmeyi sağlar.
- yapıların ve kelimelerin ezberlenmesinden çok, anlama, üretme ve analitik becerilerin geliştirilmesini hedefler**.**
- farklı değerlendirme görevleri için farklı dönüt sağlayıcılara imkan tanır (öz değerlendirme, akran, öğretmen, bilgisayar ve anne/baba değerlendirmeleri)

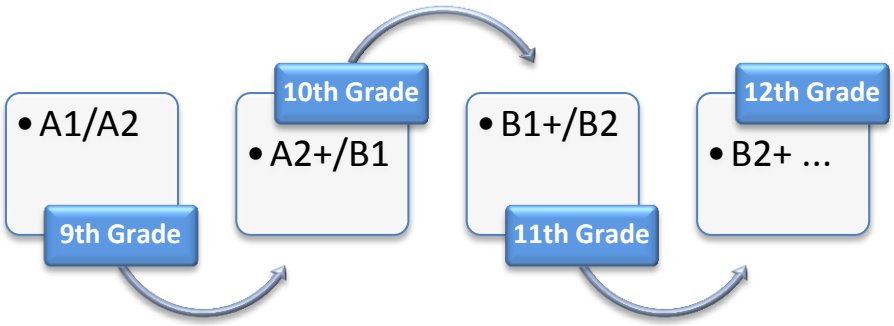
Model English Language Curriculum

(9th – 12th Grades)

Grades (CEFR*) Hours per Week	Learner Age	Skill/Grammar/Vocabulary/Pronunciation Focus	Main Activities (Can be used in all grades)
9 (A1/A2) 6	14-14.5	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 (A2+/B1) 4	15-15.5	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 (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.	Surveys/Short Oral Presentations/Drama Short Reading Texts and Paragraph Writing
12 (B2+) 4	17-17.5	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 new 9th-12th grades English curriculum in which it is intended for learners to start their high school English classes with a revision on CEFR A1 level and then gradually proceed through CEFR levels A2-B2. Finally, learners are expected to graduate from high school with a minimum CEFR B2+ and/or beyond level of English depending on whether students had preparatory class English education or not. As learners progress through levels and grades, the complexity and formality of language used in the curriculum increases. Following chart illustrates the process learners will go through in their high school English classes:



The rationale behind starting the 9th Grade with A1/A2 levels is that even though students are expected to be at A2 level at the end of 8th Grade according to the 2nd-8th Grade English Curriculum, in practice there is often a need to revise and recycle the content presented in previous classes as students enter the 9th Grade English classrooms with different levels of capacities, English proficiencies, and individual learning differences. 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, 9th Grade A1 level can be more advanced in terms of some vocabulary and structures compared to 8th Grade A1 level so that students can also receive new input while they are revising the functions that they might be familiar with.

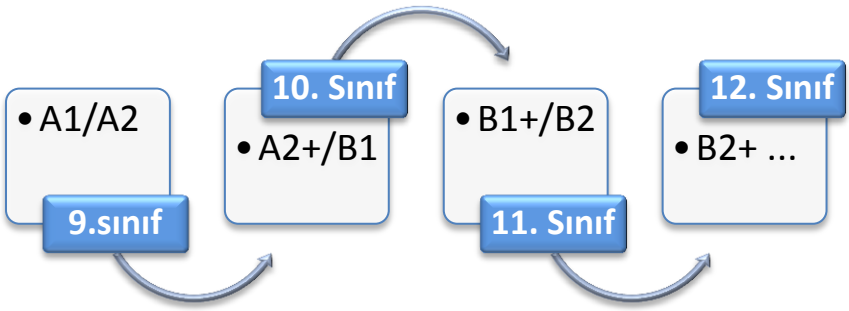
İngilizce Dersi Program Modeli

(9. – 12. Sınıflar)

Seviyeler (CEFR*) Haftalık Ders Saati	Öğrenici Yaşı	Beceri/Dilbilgisi/Kelime Bilgisi/Telaffuz Hedefi	Temel Aktiviteler (Tüm seviyelerde kullanılabilir)
9 (A1/A2) 6	14-14.5	Dört temel beceri birbiri ile bütünleşik olarak, Dinleme ve Konuşma, Ders başına en fazla yedi yeni sözcük bilgisi, Sınırlı Seviyede Telaffuz pratiği.	Rol-yapma/Canlandırma Grafikler/Tablolar Paragraf Okuma ve Yazma
10 (A2+/B1) 4	15-15.5	Dört temel beceri birbiri ile bütünleşik olarak, Dinleme ve Konuşma, Sınırlı Seviyede Dilbilgisi Yapısı, Ders başına en fazla yedi yeni sözcük bilgisi. Sınırlı Seviyede Telaffuz pratiği.	Bilgi Tamamlama Aktiviteleri/Rol-yapma Paragraf Okuma ve Yazma Genel Anlamaya Yönelik Okuma/Belli Bir Bilgiyi Bulmaya Yönelik Okuma
11 (B1+/B2) 4	16-16.5	Dört temel beceri birbiri ile bütünleşik olarak, Dinleme ve Konuşma, Ders başına en fazla yedi yeni sözcük bilgisi, Sınırlı Seviyede Telaffuz pratiği.	Anketler/Kısa ve Sözlü Sunumlar Drama/Kısa Okuma Parçaları ve Paragraf Yazma
12 (B2+) 4	17-17.5	Dört temel beceri birbiri ile bütünleşik olarak, Dinleme ve Konuşma, Ders başına en fazla yedi yeni sözcük bilgisi, Sınırlı Seviyede Telaffuz pratiği.	Karşılıklı Konuşmalar/Sözlü Sunumlar/Projeler Görev-bazlı Aktiviteler Tartışmacı/Betimleyici Metin Yazma

***CEFR** = Avrupa Dilleri Öğretimi Ortak Çerçeve Programı

Yeni 9-12. Sınıflar ders programında Avrupa Dilleri Öğretimi Ortak Çerçeve Programı seviyeleri (CoE, 2011) lise öğrencilerinin İngilizce öğrenmede belirli ihtiyaçlarını karşılamak amacıyla adapte edilmiştir. Bu programla öğrencilerin lise düzeyi İngilizce dersine Avrupa Dilleri Öğretimi Ortak Çerçeve Programı A1 seviyesinin gözden geçirilmesi ile başlanıp, aşamalı olarak A2-B2 seviyelerine ilerlenmesi amaçlanmıştır. Son olarak da, öğrencilerin İngilizce hazırlık sınıfına gidip gitmemelerine bağlı olarak, en düşük B2+ ve/veya daha yüksek bir İngilizce seviyesi ile liseden mezun olmaları beklenmektedir. Aşağıdaki tablo İngilizce sınıflarında öğrencilerin geçeceği süreci göstermektedir:



9. Sınıfa A1/A2 seviyesinde başlanmasının temelindeki mantık şudur: Öğrencilerin 2-8. Sınıf İngilizce dersi programına göre 8. Sınıfın sonunda A2 seviyesinde olması beklense de 9. Sınıf İngilizce dersine farklı kapasite, İngilizce yeterlik seviyesi ve öğrenmede bireysel farklılıklarla başlamalarından dolayı uygulamaya gelindiğinde, daha önceki sınıflarda sunulan içeriğin yeniden gözden geçirilmesi ve değerlendirilmesine ihtiyaç vardır. 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, 9. Sınıf A1 seviyesinin, 8. Sınıf A1 seviyesi ile karşılaştırıldığında bazı sözcük bilgisi ve yapılar bakımından daha ileri düzeyde olduğunun altını çizmek gerekir; böylelikle öğrenciler aşina oldukları işlevleri yeniden gözden geçirirken yeni kazanımlar elde edebilirler.

Communicative Functions and Sample Uses of Language for the 9th-12th Grades

Several functions are recycled in different grades in the English curriculum for the 9th-12th 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 9th-12th Graders
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 giving permissions	A: Could/May I take a break? B: Sure
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.
Describing actions and processes	First, the peppers are sliced into small pieces. Then tomatoes are chopped.
Describing cities and historic sites	The Bosporus Bridge was built in 1973.
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.
Drawing conclusions	He must have sent the letter to a wrong address. / She might have had a heart condition.
Exchanging personal information	A: Do you like fashion? B: Yes, I love it. / A: What's your favorite sport? B: Soccer.

Communicative Functions and Sample Uses of Language for the 9th-12th Grades Continued

Communicative Functions	Sample Usages Suggested for the 9th-12th Graders
Explaining and justifying	He doesn't want to come to the party because he has an exam tomorrow.
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 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 disapproval	That's not a very good idea. / Why don't we try something else?
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 wishes	I wish you were here. / He wishes he had some free time.
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 this weekend.
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?

Communicative Functions and Sample Uses of Language for the 9th-12th Grades Continued

Communicative Functions	Sample Usages Suggested for the 9th-12th Graders
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 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 ok 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 think, we can easily fix this. / 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 imaginary situations	If I were a super hero, I would help other people.
Talking about jobs	A: What do you do for a living? B: I'm a teacher.
Talking about possessions	A: Is this the 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 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.

Suggested Materials for the 9th-12th Grades English

There is no sequencing in the order of materials suggested in high school English classes. Following materials/tasks can be used in all grades through 9th to 12th grades. Use of **authentic materials** is strongly recommended in all grades. In addition, most materials given can be presented both online or offline. Some materials can also be both presented with multimedia 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 9th-12th Grades English Programs	
Multimedia	Movies	Short Documentaries
	TV/Radio Recordings	Short Lectures
	Commercials	Interview Recordings
	Podcasts	Dialogues
	Infographics	Phone Conversations
	PPP Presentations	Songs
	Wikis	Websites
	Blogs	Synchronous and Asynchronous CMC
	E-mails	Online/Offline Newspapers/Magazines
	Animations	Online/Offline Pictures
	Virtual Environments	Picture Albums
	Comics	Realia (Real Objectives)
	Maps	Flashcards/Picturecards/Wordcards
	Road Signs	Song Lyrics
	Posters	Charts/Graphs
	Tables	Graphic Organizers
	Timelines	Application Forms
	Medicine Prospectus	CVs/Letters of Intention
	Brochures	Poems
	Advice Columns	Plays/Drama
	Invitee Lists	Surveys
	Advertisements	Short Stories
	Shopping Lists	Biographies
	Product Catalogues	Diary Entries
	Recipes	Reflection Reports
	Coupons	Peer and Self Evaluation Checklists
	Call Center Dialogues	Jigsaw Readings
	Transportation Schedule Boards	Descriptive Texts
	Notes/Messages	Expository Texts
	Planners	Narratives
	Postcards	Compare and Contrast Paragraphs
Print	Letters	Argumentative Texts

In addition to materials and tasks suggested for each grade and unit in the curriculum, there is **a set of strongly recommended tasks** that learners should be engaged in. This set is present in all grades/units:

- **IDIOMS/PROVERBS OF THE WEEK:** Idioms and proverbs are culture oriented and effective use of them is one of the indicators of having a high degree of communicative competence in English. As idioms and proverbs in a language are generally culture bound, these should be presented in meaningful real-life contexts, preferably through written dialogues and/or conversations in movie clips.
- **DISCUSSION TIME:** In addition to regular communicative speaking activities done in the English classrooms, there needs to be a time that is allocated for practicing freer and/or impromptu speaking in English. Discussion time can be organized in collaboration with learners. Students can suggest topics to be discussed and they can bring in materials to foster discussion and/or debates. Depending on the number of students in class one student or a group of students can take turns to organize and lead the discussion time activities with the supervision of the teacher.
- **TECH PACK:** The **Tech Pack** is intended to supplement the main materials in the curriculum. This pack can provide teachers and learners of English an online environment in which they can share supplementary materials and tasks for each unit. In this online environment, a teacher's e-office as well as an e-classroom and individual learner's learning corners can be included. Chat rooms and online bulletin boards can also be used in the e-learning environment so that learners can practice English interactively. In addition, this tech pack should provide learners self-access materials with meaningful, productive activities, and detailed feedback. Practice of all four language skills should be present in the e-environment as well as lexis, language structures, and pronunciation study. Links to websites, blogs, and virtual environments to expose learners to authentic use of English and real communication with native speakers of English can also be added to the Tech Pack. It is important to have privacy and security in the tech pack, so each English classroom should have a Tech Pack that is accessible only via individual user names and passwords. There should also be certain rules and regulations for students to obey in the interactive sections of the Tech Pack. It should be clearly conveyed to learners that this e-environment is not the same as the social networking sites they use in their daily lives to communicate with their friends and Tech Pack is an e-education environment in which semi-formal communication should take place. Preferably, Tech Pack should have a tracking system that allows teachers to observe how much participation each learner demonstrates.
- **E-PORTFOLIO ENTRY:** E-portfolios can be carried out online as a component of the Tech Pack or students' individual blogs or they can be carried out offline in the form of a DVD. E-portfolios can consist of students' individual or group work project outputs in English, any kind of scanned written work in English, video-log entries, self-prepared materials in English, teachers' feedbacks to students' work in English, and any other multimedia students created such as infographics, e-posters, or audio files. E-portfolios should be kept regularly each week under the supervision of the teachers and the final product should be submitted to the teachers at the end of the semester.
- **VIDEO BLOG ENTRY:** Students need opportunities to practice spoken English in real life with genuine communication. The video blog (**V-log**) entries can be done by the students in the form of individual e-diary entries about their interests/themes of the units or in the form of interviews with peers, teachers, or parents. Some drama and act out activities created in and/or out of the classroom by the students can also be shared in class. The content and language in the V-logs should be appropriate for the educational contexts and if segments of these videos are to be shared in the classroom with other students, teachers should check the recordings beforehand. Students can also fill in short self-evaluation or peer evaluation checklists to evaluate their fluency and accuracy in English after watching the V-logs. The duration of V-logs can increase after students gain more experience. Digital camcorders as well as desktop, laptop, tablet, or smart phones' cameras can be used to record the V-logs.

Final Word

The 9th-12th grades English curriculum was designed to meet the language needs of Turkish teachers and learners of English. The curriculum is intended to be specific enough to guide teachers, administrators, and material designers to have a framework for having an efficient English language teaching and learning experience and broad/flexible enough so that teachers can creatively adapt the content to meet their learners' individual needs. The collaboration and support of all parties involved in the education system are vital in the successful implementation of the 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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9, 10, 11, 12. Sınıflar İngilizce Programı

9. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI (CEFR "A1-A2" SEVİYELERİ)

9. Sınıf öğretim programı Avrupa Ortak Metninde açıklanan A1 ve A2 seviyelerine denk gelmektedir. Bu programda öğrencilerin 9. Sınıfa 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 anlayabilmesi, kendini rahatça tanıtabilmesi ve günlük yaşamını hedef dille sürdürebilmesidir. Yaş grubuna uygun olarak güncel konular iletişimsel bir bağlamda sunulmuş, temel fonksiyonlar sık sık farklı bağlamlarda tekrarlanarak kullanımlarının pekiştirilmesi hedeflenmiştir. Her ünitede dört dil becerisi birbiri ile bütünleşmiş olarak sunulmuş, içeriğin niceliği yerine niteliğine önem verilmiş, yoğun bir içerik yerine, sade ve sık tekrarlı bir içerik tercih edilmiştir.

A1 (Temel Kullanıcı) Ortak Yeti Açıklamaları

Somut ihtiyaçlarını karşılayabilmek için aşina 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 halinde basit yolla iletişim kurabilir.

A2 (Temel 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.

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
1 ***Studying Abroad***	**Introducing yourself and your family** **Talking about possessions** **Meeting new people** **Talking about jobs** **Naming different countries and languages** **Asking about and giving directions**	**Listening** • Students will be able to listen and identify frequently used vocabulary for greetings and conversations. • Students will be able to use job-related vocabulary, vocabulary on countries and languages. • Students will be able to listen for specific information and exchange personal information. **Pronunciation** • Students will be able to recognize contracted forms of "am, is, are" and have/has. **Speaking** • Students will be able to introduce themselves and their family members. • Students will be able to speak about their personal belongings. • Students will be able to ask for and give simple directions. **Reading** • Students will be able to recognize familiar names, words and very basic phrases in postcards and greeting cards. **Writing** • Students will be able to spell related vocabulary correctly. • Students will be able to write a simple postcard.	Hello/Hey/What's up? Hi, long time no see! Great to see you again! Hi, how are you? /Hi, how is it going?/What's the weather like? Not bad. Good bye. Catch you later! Who is s/he? S/he is my… Who is this in the picture? This is my… Is it your pencil? No, it isn't. / Yes, it is. Meet my friend Tom. You're……? I'm… 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… What do you do? /How do you earn your life?-I'm a hairdresser. Which languages can you speak? Can you speak any English? Excuse me, is there a hospital around here? Yes, first of all go ahead, take the second on left… How can I get to the library?	TV/radio Recordings Games/Fun Road Signs Postcards and Greeting Cards Maps Note Taking Spoken Presentations Songs Descriptive/Biographical Texts Comics Survey on Personal Life (find someone who) E-mails **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
2 ***My Environment***	**Naming everyday objects** **Talking about locations of things** **Asking about and describing our neighborhood** **Doing shopping** **Making comparisons** **Making preferences**	**Listening** • Students will be able to listen to and respond to the questions related with the topic. • Students will be able to give the locations of things as they listen to information about directions. • Students will be able to listen to and use phrases related to shopping. • Students will be able to identify different sentences to give and ask for permissions. • Students will be able to listen to and discuss their comparisons. **Pronunciation** • Students will be able to practice intonation in conversations. • Students will be able to notice and use the rising and falling intonation. **Speaking** • Students will be able to ask questions about other environments and describe their environment. • Students will be able to ask for and provide everyday goods and services. • Students will be able to explain and discuss their preferences together with reasons. • Students will be able to give and receive information about quantities, numbers, and prices. **Reading** • Students will be able to develop skills in skimming. • Students will be able to identify the spelling of the lexis related to everyday objects and shopping. **Writing** • Students will be able to write comparison of prices in different countries. • Students will be able to describe their environment via e-mail.	What do you have in your room/kitchen/classroom/lounge/school? There is a study desk in my room. The study desk is between the window and the bed. How many books do you have? Is it a large or a small cellar? There aren't any sport facilities in our school. Do you live in a nice community? How much does this cost? Can I have one kilo of grapes? What time are you open? We're open **from** 9am **to** 5pm Do you have any ….?/ I'm looking for a…. No, we don't sell them. How will you pay? I'll pay in cash/by card. This store is cheaper than the previous. Is there a nice mall in this neighborhood? Ankamall is the biggest in Ankara. I want to buy a present for my friend, s/he prefers colorful clothes. I'd prefer to buy a small car rather than a big car because a small car is more useful. May I try this red blouse on?	Product Labels Brochures Discount Banners High-end Flea Market Songs Games Poster Advertisements Note taking Comparing Role play Information Gap Descriptive Text Tables/graphics **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
3 ***Movies***	**Talking about likes and dislikes** **Talking about hobbies and free time activities** **Inviting and refusing/accepting an invitation** **Making excuses** **Expressing opinions** **Telling and asking about the time and date**	**Listening** • Students will be able to listen to and respond to sentences about likes and dislikes and their hobbies. • Students will be able to identify sentences to make invitations and refuse/accept an invitation. • Students will be able to identify the lexis related to expressing opinions. • Students will be able to practice a conversation about making invitations. • Students will be able to identify the lexis and the jargon related to movies. **Pronunciation** • Students will be able to identify sentence stress and learn to sound natural when stressing words in conversations in a dialogue. **Speaking** • Students will be able to express their opinions fluently in informal debates. • Students will be able to interact by using the lexis and the jargon related to movies. • Students will be able to ask and tell the time and date. • Students will be able to make excuses. **Reading** • Students will be able to read the movie posters. • Students will be able to read film reviews on blogs to decide which movie to see. • Students will be able to read for the main idea. **Writing** • Students will be able to write their opinions on a blog. • Students will be able to write text messages to their friends to invite for a movie. • Students will be able to prepare their own short movies' posters.	I like/enjoy watching horror movies. Detective film is my thing. I hate watching TV cooking programs because I think they waste our time. Romantic movies are not very me. Let's see/ How about going to see a movie tonight? Are you in the mood for a movie tonight? Why don't we go get 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! Well, I'd love to but I have other plans. I think it was a great movie. I believe this is ……. I suppose…. I guess the actress won the Oscar last year…. If you ask me…. Personally, I think… Can you tell me the time? Do you have the time?	Self-Prepared Video Competitions Podcasts Magazines Newspapers Movie Tracks Movies Internet Websites Graphics/Charts Jigsaw Puzzle Oral Retelling Narrative Text **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
4 ***Wild Life***	**Describing daily routines** **Talking about abilities and talents** **Talking about frequencies** **Expressing formations of some natural events**	**Listening** • Students will be able to identify the main idea of a text on natural disasters. • Students will be able to identify time expressions of daily routines. **Pronunciation** • Students will be able to practice the reduction of *do* and *does* in questions. • Students will be able to recognize word stress of *can*. **Speaking** • Students will be able to make complaints about and offer solutions to environmental problems. • Students will be able to talk about their daily activities. **Reading** • Students will be able to identify specific information in simpler written material such as short newspaper articles describing events. • Students will be able to scan reading passages about animals with different/unusual abilities and/or talents. **Writing** • Students will be able to write simple phrases and sentences about animals and imaginary animals, where they live and what they do.	Bats don't go to sleep at night. Each crocodile jaw carries 24 sharp teeth to crush. 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. How often does a rabbit give birth to a litter? Monkeys …….. once a year/…… A female dog breeds twice a year. What causes avalanches? Where do landslides occur frequently in Turkey? How do natural disasters affect wild animals' life? What can we do to prevent natural disasters?	Magazines Newspapers Internet websites Graphics/Charts TV news broadcasts Monologues Jigsaw Informative texts **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
5 ***Celebrities***	**Asking about and describing people's appearances and characters** **Identifying people** **Comparing characteristics and appearances.** **Expressing opinions (Agreeing, disagreeing, etc…)**	**Listening** • Students will be able to identify and respond to lexis and jargon related to celebrities. • Students will be able to recognize and use phrases to express opinion in English. • Students will be able to listen to and give opinions about different characters. **Pronunciation** • Students will be able to practice word stress. **Speaking** • Students will be able to describe their favorite celebrity's appearance and character. • Students will be able to identify people. • Students will be able to discuss and compare characteristics of different celebrities. **Reading** • Students will be able to read for scanning. • Students will be able to understand the lexis and jargon related to people and their characteristics in a short text. • Students will be able to guess the meanings of words related to characteristics from the contexts in which they occur. **Writing** • Students will be able to prepare a simple school magazine. • Students will be able to write a fan letter to their favorite celebrity.	Who's your favorite movie star? What is s/he like? What does….look like? How old/tall/long…..? What color……? S/he has got blonde/wavy hair. In the picture Claire's hair is shorter than Hanna's. I think George is more emotional than Jay. I disagree with you, I think vice versa. Who is the most popular celebrity in ….? Who is the most beautiful/handsome celebrity in…? Who is your favorite soccer player? S/he is a born singer. He has got a natural talent for sports. In my opinion… I totally disagree./ I'm afraid, I disagree…	TV/Radio/ Podcasts Magazine Newspaper Games/Fun Comics Songs Videos Poem Note Taking Fan Letters Character Diaries Role Play Survey on Appearances at School Guess Who Interview **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
6 ***Intercultural Topics***	**Identifying cultural differences** **Asking about and describing cities** **Talking about travel and tourism** **Telling and asking about the time and date** **Asking about and giving direction**	**Listening** • Students will be able to infer situations, goals, participants, procedures. • Students will be able to identify lexis related to intercultural topics. • Students will be able to detect the public announcements at the airport. **Pronunciation** • Students will be able to distinguish the homophones. **Speaking** • Students will be able to make use of facial, paralinguistic, and other clues to work out meanings. • Students will be able to take part in conversations in the situations that can occur when travelling. • Students will be able to buy a flight ticket on the phone. **Reading** • Students will able scan texts describing some famous cities in the world. • Students will be able to get the idea of the content of the informative materials related to intercultural topics. • Students will be able to scan time tables for travelling in different schedules and/or time zones. **Writing** • Students will be able to fill out a simple hotel registration form. • Students will be able to fill in a table with specific information on famous cities around the world. • Students will be able to write a short paragraph about a city that they would like to visit by indicating reasons.	If you visit a home in Turkey, take your shoes off at the door. Indian food is very spicy; **however/but/though**, it's not the same in Australia. What do you think about the social life in the States? People immigrate to…, **because** there are many job opportunities. What is the weather like in…? It is almost rainy everyday in England. Do you have any suggestion for me? I suggest you visit the Berlin Museum when you take a trip to Germany. I strongly advise you visit/eat…in … What is the purpose of your trip? Please don't leave any bags unattended. Flight TK1987 is now boarding/has been cancelled/has been delayed Can you tell me the time?/Do you have the time? How can I go to the shopping mall? Could you tell me the way to the hospital? Turn right at the crossroad/it will be straight ahead of you…	Newspaper Transportation Schedules Graphics/ Charts Currency Film Comics Maps Road Signs Expository Texts Note Taking Role Play Songs Surveying Guessing **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
7 ***Seven Wonders***	**Talking about past events** **Making inquiries** **Asking and answering questions in an interview**	**Listening** • Students will be able to listen to and organize information on seven wonders of the world. • Students will be able to listen and respond to simple questions and statements in an interview. **Pronunciation** • Students will be able to sound natural producing *–ed endings* in regular past verbs. **Speaking** • Students will be able to ask and answer simple questions about past times and past activities. **Reading** • Students will be able to read simple informative texts related to seven wonders of the ancient world. • Students will be able to differentiate between literal and implied meaning in text. **Writing** • Students will be able to use the commonly used connectors to link simple sentences in order to tell a story or describe something that occurred in past.	Why did/was…? Who did/was…? What did/were….? / Where did/were…? Did you…? Was she…? Can you tell me what happened? As far as I can remember s/he was… I can clearly remember that I was… When the Egyptians built Great Pyramid of Giza… Before Greeks decided to build Colossus of Rhodes… Firstly, they carried… Secondly, they decided on… Seven wonders of the ancient world existed many times **ago/before**.	Making Timeline Films Literary Texts (poem, story, etc.) Story Boards Summary Writing Oral Retelling Jigsaw Puzzle Compare and Contrast/Narrative Texts Repeating Role Play Song/ Chants **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
8 ***Emergency and Health Problems***	**Giving and asking for advice** **Telling people what we think** **Giving and understanding simple instructions** **Seeing the doctor**	**Listening** • Students will be able to listen to regulations expressed in simple language. **Pronunciation** • Students will be able to notice sentence intonation. **Speaking** • Students will be able to ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. **Reading** • Students will be able to understand basic signs and notices in public places (e.g. hospitals). **Writing** • Students will be able to write short, simple formulaic notes/advice relating to matters in areas of immediate need.	What **should** I do? In the event of an earthquake, you should take shelter under a table. When you get a cut in your hand, you should put a piece of cloth on it. What causes the flu? You'd better take a long rest **when** you catch the flu. You'd rather stay home and take a good rest **when** you have a high fever. If/ when someone faints, **first of all** check if a person is still breathing, **secondly** alert medical personnel, **and then** position the person properly… What are your symptoms? I've got a rash on my hand. Your temperature is normal. Open your mouth, please.	TV Radio Newspaper Medicine Prospectus Songs/Chants Expository Texts Oral Retelling Spoken Presentation Advice Columns Brochures **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
9 ***Party***	**Organizing an event** **Talking about future plans** **Making requests** **Asking for and giving suggestions** **Making and answering phone calls** **Reminding people what to do**	**Listening** • Students will be able to listen and respond to invitations and apologies. **Pronunciation** • Students will be able to know how to pronounce "the" in simple sentences. **Speaking** • Students will be able to discuss what to do for the party and make arrangements to meet. • Students will be able to make and respond to suggestions. • Students will be able to describe plans and arrangements. **Reading** • Students will be able to get an idea of the content of simpler written materials. • Students will be able to understand short, simple messages on invitation cards. **Writing** • Students will be able to write simple invitation cards. • Students will be able to identify the spelling of the lexis related to party.	We're going to have a party on Saturday night. Would you like to join us? Are you good at cooking? Can you help me? Have you got any …that I could borrow? Have you got time to prepare some…? Would you mind making a shopping list for the party? Do you mind if I use your car? Let's go to the party tonight, what do you think? Let's do that/ I like that idea. I'd rather not because… Let's keep thinking Hey George, it is Lisa calling. Is Jackson in?/Can I talk to Jackson? Just a second, I'll call him. Can you speak a little slower, please? Thanks for calling, bye for now! Remember/don't forget to do it.	Games/ Fun Invitation Cards Menus Songs Note Taking Oral Retelling Singing E-mails Invitee Lists Letters Telephone Conversations Coupons Posters Tables **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
10 ***Television***	**Making predictions about the future** **Stating an opinion (agreement, disagreement, etc…)** **Asking for opinion** **Interrupting someone in a conversation** **Gaining time in a conversation**	**Listening** • Students will be able to identify the main idea and the sequence of events in a TV broadcast. • Students will be able to follow the main points of extended discussion around them. **Pronunciation** • Students will be able to identify the minimal pairs in short, simple spoken interaction. **Speaking** • Students will be able to express themselves in short exchanges using false starts and fillers. • Students will be able to agree or disagree with others. • Students will be able to say what they think about things and events. **Reading** • Students will be able to understand short, simple texts containing the highest frequency vocabulary including several cognates. **Writing** • Students will be able to write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	I think/in my opinion/ to me, we won’t use television in near future, because… I don’t think so… / No chance! / Never in a million years! That’s for sure! /Absolutely! / I guess so! / I’m not so sure about it. I couldn’t agree more. No way! I’d say the exact the opposite. No, I’m not so sure about that. That’s not always the case. No doubt about it. You have a point there. I was just going to say that. Do you have anything to say about this? Can I add something here? / If I might add something/ Sorry to interrupt that. Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean.	TV Radio Podcasts Magazine Newspapers Brochures Print Media Comics Internet Websites Graphics/Charts Poems Songs/Chants Jigsaw Puzzle Note Taking Summary Writing Spoken Presentation Simple Discussion Poster Advertisements Persuasive Essays Cause and Effect Essays **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

10th Grade

10. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI (CEFR "A2+ - B1" SEVİYELERİ)

10. Sınıf İngilizce Programında öğrenim gören öğrencilerin Avrupa Ortak Başvuru Metninde belirlenen en son Temel Düzey seviyesi olan A2+ seviyesinden ilk Bağımsız Kullanıcı-B1 Seviyesine geçiş yapması amaçlanmıştır. Bu geçiş sürecinde programda öncelikli olarak dinleme ve konuşma becerilerinin günlük konuşma dilinde kullanılan kelimeler ile desteklenerek geliştirilmesine yer verilmiştir. 10. Sınıf öğrencilerinin yaşları ve ana dillerindeki gelişimleri de göz önünde bulundurularak 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 gerek ise 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. Dili rahat ve akıcı bir şekilde kullanabilmelerinin yanında 10. Sınıf öğrencilerinin İngilizceyi kendilerini farklı alan, konu, ve düzeylerde gerek sözel gerek ise kısa da olsa yazılı şekilde ifade edebilmeleri beklenmektedir. Telaffuz çalışmalarına özel bir önem verilmesi bazı telaffuz hatalarının kalıcı olmaması için 10. Sınıf programının önemli bir parçasıdır. Bu nedenle programda belirtilen dil becerilerinin sıralamasının da mümkün olduğu ölçüde ana dilin öğrenilmesi sürecini (Dinleme, Konuşma, Telaffuz, Okuma, Yazma) yansıtması amaçlamaktadır.

A2+ (Temel Düzey Kullanıcı)

Basit ve günlük konuşmaları zorluk çekmeden anlar ve gündelik, tahmin edilebilir konular üzerinde gerekli olduğu zamanlarda yardım alıp konuşabilir. Genel olarak verilen mesajdan biraz ödün vermesi ya da bazen kelimeleri bulmak veya hatırlamak için duraklaması gerekse de çok rastlanan günlük konuşmaların üstesinden gelebilir. Örneğin kendini nasıl hissettiğini ve duygularını basit cümleler ile tarif edebilir ve çevresindeki günlük olaylar (kişiler, yerler, bir iş veya okul deneyimi) ile ilgili daha detaylı tanımlar yapabilir. Bunlara ek olarak geçmiş tecrübelerini, kişisel deneyimlerini, alışkanlıklarını, rutinlerini, planlarını, hazırlıklarını, neleri sevip, neleri sevmediğini anlatabilmede A2 seviyesine oranla daha çok beceriye sahiptir.

B1 (Bağımsız Kullanıcı)

B1 seviyesi Geçiş Seviyesi olarak nitelendirilir ve bu seviyedeki öğrenciler iki ana özelliğe sahiptirler. İlk olarak söylemek istediklerini ifade edebilme ve içinde bulundukları iletişimi sürdürebilme yeteneğine sahiptirler. Örneğin bu seviyedeki bir öğrenci çevresindeki uzun konuşmaları genel olarak takip edebilir, anlaşılır bir şekilde değinmek istediği ana konuları belirtebilir ve kullanacağı gramer ve kelimeleri planlamak için duraksasa da konuşmalarını anlamlı bir şekilde sürdürebilir. B1 Seviyesindeki bir öğrencinin diğer ana özelliği ise günlük problemlerin üstesinden gelebilme becerisidir. Örneğin, toplu taşıma ile ilgili daha az rutin olan durumlar ile baş edebilir ve bir seyahat temsilcisi ile yapılan seyahat planlamaya yönelik görüşmelerde ya da seyahatler sırasında karşılaşılması olası durumların üstesinden gelebilir. Ayrıca alışılagelmiş konulardaki günlük konuşmalara hazırlık ve plan yapmadan katılabilir.

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
1 ***School Life***	**Greeting people** **Exchanging personal information** **Taking part in a conversation in everyday life situations** **Using the language both in formal/informal settings**	**Listening:** • Students will be able to identify and respond to lexis and jargon related to school life, family and free time activities. • Students will be able to understand phrases used to express themselves in everyday life situations. **Speaking:** • Students will be able to introduce themselves and talk about themselves individually, ask about the others, talk about free time activities in pairs or small groups. • Students will be able to talk about what is happening in a place/picture etc. • Students will be able to exchange personal information. **Pronunciation :** • Students will be able to practice intonation in asking and answering questions in daily conversations. **Writing :** • Students will be able to describe themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions. **Reading :** • Students will be able to identify and understand related lexis and jargon in short texts on educational and daily life.	I go to school every day. Where do you live? Are you from …? I usually play basketball after school. Do you have any sisters or brothers? Yes, I have a sister. No, I don't have any sisters or brothers. What does your father do? He is an engineer. How do you come to school? I come to school on foot/ by bus. Which subject do you like most? I like …. most. What's your favorite …? My favorite …. is …. What kind of … do you like? Do you like …? Yes, I love it. / I really like it. /No, I hate it. What do you think about ..? I think….. In my opinion, … What is she doing now? She's getting ready for school now..	Movies Realia Surveys Class Profile Posters Short Reading Texts Information Gap Activities Role-plays Miming and Acting Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
2 ***Plans***	**Describing plans and arrangements** **Expressing one's ideas in unplanned situations** **Making oral presentations on a planned topic** **Giving to and receiving feedback from peers**	**Listening** • Students will be able to watch, listen, and respond to plans to organize an event. **Speaking** • Students will be able to act out a dialogue between people making plans. • Students will be able to talk about their own plans for the future. **Pronunciation** • Students will be able to practice the contractions of going to and will as "gonna" and "'ll". **Reading** • Students will be able to read a short text on effective time management skills and identify the ones that they have and they don't. • Students will be able to skim and scan texts in time tables or planners. **Writing** • Students will be able to read a weekly planner and write about an individual's plans. • Students will be able to fill in weekly planners for themselves and report orally to whole class. . • Students will be able to make a shopping list.	I am going to fly to New York this summer. I've already bought my ticket. We're gonna meet at the café. When are you going to take the exam? A: Are you coming to the party this evening? B: I'm afraid I can't. I'm meeting with my friends at the café. A: And you? Are you free this evening? 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. A: Susan is looking for you. B. Ok, I'll see her in the classroom. We should leave the house now. Our bus leaves at 8:30 and we have 15 minutes to catch it. I think I'll be a teacher in 10 years from now. I'm sure, you'll be very rich one day. He is having a job interview on Monday.	Movies Daily/Weekly/Monthly Planners Surveys Interviews Short Oral Presentations Role-plays Shopping Lists Group Problem Solving Activities Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
3 ***Detective Stories***	**Describing past activities and personal experiences** **Talking about sequential actions** **Describing people and places in details**	**Listening** • Students will be able to put the events in the correct order by listening to a story. • Students will be able to define and match vocabulary related to detective stories. **Speaking** • Students will be able to act out a role play in a murder scene. • Students will be able to create a meaningful story by uttering several sentences in a row and taking turns. • Students will be able to talk about their personal experiences. • Students will be able to retell a story by describing people and places in detail. **Pronunciation** • Students will be able to practice uttering " –ed" suffix in V2. • Students will be able to practice pronunciation of "did you" in questions. **Reading** • Students will be able to read short biographies of famous detectives and fill in the timelines with events and dates. • Students will be able to read and understand about past events and experiences. **Writing** • Students will be able to write the end of a given unfinished detective story. • Students will be able to write a short summary of a movie.	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. I was reading a book when I heard the gunshot. I immediately went to the hall and saw a man running. I finished school two years ago. I ran into a friend while I was walking to school. Yesterday morning I got up. First, I brushed my teeth. Then I had breakfast. I drank my coffee. Finally, I left the house at 8:00. yesterday, yesterday evening, two hours ago, in 1998, last weekend, last summer, last Friday	Movies Short texts Scanning and Filling in Charts Role-plays Drama (Plays) Cue-cards Picture Strips Writing an Alternative Ending to a Story Collaborative Story Writing Movie Review Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS TASKS
4 ***Ancient Civilizations***	**Describing habits and routines in the past** **Making oral presentations on a planned topic** **Giving to and receiving feedback from peers**	**Listening** • Students will be able to watch short series of documentaries on ancient civilizations and locate specific information in charts. **Speaking** • Students will be able to give short presentation on an ancient civilization. • Students will be able to talk about 10 things they used to do when they were a child. **Pronunciation** • Students will be able to practice /t/ and /Ø/ sounds (three - tree, thank – tank, etc). **Reading** • Students will be able to read short texts on social, educational, and technological lives of ancient civilizations around the world. • Students will be able to identify the differences between ancient civilizations and the ones in the 21st century in the form of phrases or short answers. **Writing** • Students will be able to write a short descriptive paragraph on the ancient civilization they presented in speaking. • Students will be able to write the things they used to do when they were a child.	People used to build pyramids for Egyptian pharos. Egyptians used to mummify their dead. People did not use to have personal computers. We used to live in a small town when I was young, but now we live in a big city. I used to play with my dolls when I was a kid. She used to carry her blanket with her when she was a child. I didn't use to go to school when I was a baby. There didn't use to be any traffic jam in the main streets of this city 50 years ago.	Documentaries Scanning and Matching Headings with Paragraphs Pictures of a City in Turkey 70 Years Ago and Now Short Reading Texts Completing Time Lines with Events and Dates Descriptive Paragraphs Oral Presentations Posters of Past and Present Collaborative Story Writing Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
5 ***Travel***	**Asking for detailed information** **Taking part in interviews** **Talking about past and present events/experiences** **Making reservations** **Exchanging ideas and plans** **Asking for approvals and/or confirmations** **Asking for and giving directions**	**Listening :** • Students will be able to identify and respond to interview questions. • Students will be able to use and understand phrases used to make reservations. • Students will be able to get simple information about travel. **Speaking:** • Students will be able to talk about their experiences, ask about the others', and exchange ideas. • Students will be able to make reservations and talk about what they would like to do on their holidays. • Students will be able to deal with most situations likely to arise when making travel arrangements. • Students will be able to act out a dialogue in a group to make a travel plan. **Pronunciation :** • Students will be able to practice intonation in question tags (both rising and falling). **Reading :** • Students will be able to identify and understand flight, train schedules for different routes in a foreign country. • Students will be able to read about different vacation types. **Writing :** • Students will be able to write an informal e-mail about their holiday experiences. • Students will be able to prepare a travel guide.	Where have you been? Have you ever…? I have visited … Did you like there? It was the most beautiful scenery I've ever seen. It's really worth seeing. I have just tidied my room. Have you finished your final report? Yes, I've just finished it. Which places should I visit? How can I go to the …? I'd like to book a room, please. Pardon? Sorry, did you say..? You asked for a double room, didn't you? You aren't travelling alone, are you? Going back to what I was/ by the way/ excuse me? As I was saying, what I mean is…, right, Is that right?. Which countries have you visited so far? I've visited ….. Which one did you like most? I liked ….	Movies Maps (city and country) Realia Information-gap Currencies Announcements Phone Conversations Flight schedule screens Surveys Role-plays Problem Solving Activities Websites Brochures Writing Postcards Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
6 ***Helpful Tips***	**Giving advice and receiving advice** **Talking about rules and regulations** **Talking about consequences**	**Listening :** • Students will be able to analyze the situation and the phrases related to giving and receiving advice. **Speaking:** • Students will be able to talk about rules and regulations, give and receive advice. • Students will be able to talk about their future careers. • Students will be able to talk about household chores they are responsible for. **Pronunciation :** • Students will be able to practice intonation in advice and request structures. **Reading :** • Students will be able to identify and understand given advice and the rules and regulations. • Students will be able to read for specific information. **Writing :** • Students will be able to give advice on given occasions. • Students will be able to write a letter to an advice column.	You can remove a stain with baking soda. If you have a toothache, you should see a dentist. Excuse me, can you tell me where I can buy ….? In my opinion, … Can you buy some…? If you are good at solving problems, you could be an executive. Do you have any special skills? I'd like to be a novelist because I love creative writing. You must study hard for the exam if you want to get a high grade. You should visit the company website and learn more about the firm before making a final decision. Could you please give me a hand?	Movies Signs Realia Online or Offline Magazines Advice 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**

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
7 ***Shopping***	**Making comparisons** **Talking about different kinds of clothing and shopping** **Describing objects, places, and people**	**Listening :** • Students will be able to listen for specific information and fill in the blanks in shopping dialogues. **Speaking:** • Students will be able to describe and compare objects and use phrases related to shopping. • Students will be able to make simple transactions in shopping. **Pronunciation :** • Students will be able to practice intonation in comparative and superlative structures. **Reading :** • Students will be able to identify related lexis and jargon about comparisons and answer comprehension questions. • Students will be able to skim a text on clothing in different cultures. **Writing :** • Students will be able to compare different objects. • Students will be able to write short informative paragraph about prices, characteristics of a type of a product and give choices.	The blue shirt is cheaper than the red one. The white shirt is the cheapest. Which one is more expensive? Which is the cheapest one? Do you have a larger size? I want a smaller size shirt, please. I think this dress is much more beautiful than the blue one. The biggest animal in the world is the blue whale. There are several choices for product X . You can buy a smaller one for … TL but you have to …. It's available in corner shops or Y- website (at lower prices).	Movies Pictures of Animals, People, and Places to Compare and Contrast Realia Product Catalogues and Advertisements Online Shopping Websites Role-plays Group Problem Solving Activities Songs Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
8 ***Digital Era***	**Stating personal opinions in everyday conversations** **Stating preferences** **Talking about current events** **Stating causes and effects** **Giving an extended description and detailed information about people/places/events**	**Listening** • Students will be able to listen to podcasts in English. • Students will be able to listen and analyze basic points in a news report. **Pronunciation** • Students will be able to practice /w/ and /v/ sounds (World Wide Web, Wary, very, Wet, Vet, etc). **Speaking** • Students will be able to act out a dialogue between avatars. • Students will be able to prepare a Vlog to introduce themselves and their culture to native speakers of English. • Students will be able to give and react to the news. • Students will be able to talk about their preferences in technological devices. **Reading** • Students will be able to read and scan a text about the evolution of technology. • Students will be able to read a short text on the positive and negative effects of Social Media. **Writing** • Students will be able to write formal and informal emails and practice netiquette. • Students will be able to prepare a news report for the school magazine. • Students will be able to use chat acronyms.	I prefer tablets over notebooks to read online because… I believe social media will be more important in the future, so everyone should have basic computer skills. My cousin Gary, who is only 14 years old, can design his own tablet applications. 1996 is the year when WWW became available for everyone. I think, I believe because, so, therefore I prefer, I'd rather, She is my digital friend who has the coolest avatar. I watched a documentary which was about technology and use of social media. CU (See you) F2F (Face to face) B4N (Bye for now) G4I (Go for it) U2 (You too)	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 **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
9 ***Heroes***	**Talking about imaginary situations** **Making comparisons** **Expressing wishes** **Guessing meaning from the context**	**Listening :** • Students will be able to recognize the phrases related to imaginary situations. • Students will be able to watch and listen to short cartoons with superheroes. **Speaking:** • Students will be able to talk about their personal hero (who he/she is and why he/she is their hero) and compare their superhero with others. • Students will be able to talk about what they would do if they were a hero(in). **Pronunciation :** • Students will be able to practice intonation in complex structures. **Reading :** • Students will be able to read and respond to a text on animation movies. • Students will be able to identify and understand lexis and jargon related to lives of heroes in short texts. **Writing :** • Students will be able to describe a hero that they created. • Students will be able to compare and contrast superheroes in a short paragraph.	I think X superhero is more powerful than Y superhero. Definitely, X superhero is the fastest/strongest/most helpful. If I were a superhero, my superpowers would be… If I were a super hero, 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. I wish I could fly. "My hero is… because…" He wishes he had some free time. I wish you were here.	Movies Brainstorming Charts Discussion of Pictures Cartoons Picture clues Reading short texts Role-plays Writing Short paragraphs Songs Communicative Games Idiom/Proverb of the Week **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
10 ***Hobbies***	**Talking about interests** **Describing actions and processes** **Making generalizations**	**Listening:** • Students will be able to watch and listen to a TV show describing the steps of processes (e.g. cooking, gardening). **Speaking** • Students will be able to make presentations about how to carry out a task related to their hobbies. • Students will be able to describe the steps of a process related to their hobbies. **Pronunciation** • Students will be able to practice the pronunciation of commonly challenging words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc). **Reading** • Students will be able to read and scan a text on unusual hobbies people have. • Students will be able to read and diagram short texts on tips about how to create their own digital stories. **Writing** • Students will be able to write the recipe of the dishes they created.	I'm interested in… I wonder how… I want to take up playing the guitar. Cooking is a great hobby of mine. First, the peppers are sliced into small pieces. Then tomatoes are chopped. Later on the eggs are broken into a bowl. The stove is turned on/ The oven is heated…. The pan is heated and … the table is set. If you want to design your own digital story, first you should…..	Movies on Describing the Steps on How to Carry out a Simple Task Recipes Realia Short Reading Texts on Processes Putting Pictures/Sentences in Order Group Blogs Oral Presentations Role-plays Songs Communicative Games Idiom/Proverb of the Week **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

11th Grade

11. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI (CEFR "B1+ - B2" SEVİYELERİ)

11. Sınıf öğretim programı Avrupa Ortak Metinde açıklanan B1+ ve B2 seviyelerine denk gelmektedir. 11. 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 yordayabilir. Dil örüntüleri, sözcük bilgisi, biçem 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 becerilerindeki gelişmenin yanı sıra belki daha da 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 tanınması, 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 akıcı iletişim becerilerine sahip olmalarına yardımcı olmaktır. Buna ek olarak 11. Sınıf İngilizce programı öğrencilerin İngilizce kullanarak kendilerini ifade etme, başkalarıyla işbirliği yapma ve birlikte problem çözme becerilerini geliştirmeyi amaçlamaktadır. Bu genel amaçların çerçevesinde 11. Sınıf programında etkileşimli İngilizce dinleme, konuşma, okuma, yazma becerilerini geliştirmek ve sözcük bilgisini zenginleştirmek hedeflenmektedir.

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 durumların çoğunda sorunların altından kalkabilir. Yaşadığı olay ve deneyimleri, hayallerini, umutlarını ve hedeflerini anlatabilir, görüşlerini kısa olarak gerekçelendirebilir ve açıklama yapabilir. Açık ve standart bir dil söz konusu olduğunda ve iş, okul, eğlence, vs. bildik şeyler söz konusu olduğunda ana konuları anlayabilir. Bildik ve ilgi alanına giren konular üzerine yalın ve tutarlı bir söylem üretebilir. Bir olayı, bir deneyimi ya da bir düşü anlatabilir, bir beklentiyi betimleyebilir ve bir projeye veya bir düşünceye ilişkin gerekçeler ya da açıklamaları kısaca dile getirebilir.

B2 (Bağımsız Kullanıcı)

Somut ve soyut konulardaki zor metinlerin içeriğini ve kendi branşındaki tartışmaları anlayabilir. Sıradan bir sohbette anadilinde konuşan birisi ile her ikisinin de fazla zorluk çekmeyeceği şekilde spontane ve akıcı konuşup anlaşabilir. 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
1 ***What A Life!***	**Describing places, people, and events in the past** **Ordering events** **Talking about personal experiences in the past**	**Listening** • Students will be able to identify and respond to lexis and jargon related to ordering past events. • Students will be able to list and chart phrases used to reveal sequence of past events. **Pronunciation** • Students will be able to practice pronunciation of ed endings following voiced and unvoiced consonant sounds and following t-d sounds. **Speaking** • Students will be able to express and share their personal experiences in the past. **Reading** • Students will be able to read about the biography of a famous person/inventor/scientist/celebrity. • Students will be able to identify and understand related lexis and jargon in short texts. **Writing** • Students will be able to express and share their opinion in ordering past events in written form.	Before Charles Dickens wrote his novels, he had had a difficult life. After I had graduated from high school, I entered the university. When I went home, she had already left for dinner. He got married at the age of fifty and had five children. Having witnessed many wars, Istanbul is still a romantic city.	Time Lines Graphic Organizers Biographies Literature, such as Short Stories and Poetry Completing a Story Role-play Communicative Games Information Gap Activities Songs **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
2 ***Hard times***	**Describing events happening at the same time in the past** **Ordering events** **Explaining and justifying**	**Listening** • Students will be able to put the events in the correct order by listening to recorded text. • Students will be able to recognize vocabulary indicating the sequence of events. **Speaking** • Students will be able to express and share their opinion in ordering past events. • Students will be able to talk about a personal story in their past. **Reading** • Students will be able to identify and match related lexis and jargon in short texts. • Students will be able to read and analyze dictionary excerpts taken from English monolingual dictionaries. **Writing** • Students will be able to express and share their opinion about past events in written form.	As there was no electricity, people used to use candles at home. My brother was riding his bike when he broke his leg. As/While I was driving in India a few years ago, I found myself in the tiger area. When my grandparents were young, there were no mobile phones. A couple of decades ago, people used to wash their clothes with water from the river.	Pictures Posters Age-appropriate literature such as myths, stories, rhymes English Monolingual Dictionaries Role-play Conversations Surveys Survey Reports Interviews Communicative Games Information Gap Activities Songs **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
3 ***Future Jobs***	**Making plans and predictions** **Making an appointment** **Talking on the phone**	**Listening** • Students will be able to identify and respond to lexis and expressions related to careers and workday activities. • Students will be able to detect factual information about job related topics. **Pronunciation** • Students will be able to practice reduction of will and am/is/are going to in positive and negative sentences. **Speaking** • Students will be able to talk about future and make predictions. • Students will be able to talk about their future workday activities on the phone. **Reading** • Students will be able to read and analyze samples of CVs/Letters of intent for different job applications. • Students will be able to identify and understand related lexis and expressions in short texts. • Students will be able to scan a text written on jobs. **Writing** • Students will be able to give information about careers and express workday activities in written form.	Some students are going to be teachers, some are going to be doctors and some are going to be fashion designers. What are you going to do in your summer holiday? A-I am going to relax at the beach. B-I'm not sure. I guess I'll just stay at home. Is five tomorrow a good time for you? Can we meet at three o'clock? Is it possible for you to see me next week for a short meeting? Yes, sure. I'm afraid I'll be in another meeting. I am free after nine a.m.	Videos of Job Interviews Job Ads Job Application Forms CV Samples Time-tables Interviews Communicative Games Information Gap Activities **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
4 ***Back to the Past***	**Expressing wishes for past events** **Expressing disapproval** **Talking about personal experiences in the past**	**Listening** • Students will be able to identify and respond to lexis and expressions related to realized past events or events expected to happen sometime in the past. **Pronunciation** • Students will be able to practice reduction of had/would. e.g. *I'd: I had/ I would* **Speaking** • Students will be able to talk about their expectation regarding past events. **Reading** • Students will be able to identify and match related lexis and expressions about realized or not realized past events. • Students will be able to scan the descriptions of events, feelings, and wishes in personal letters well enough to correspond regularly with a pen friend. **Writing** • Students will be able to express their regrets regarding past events or their hopes for not realized past events.	I wish I hadn't had an accident. I wish you had seen Dr. Green. I wish you hadn't moved to a small village. I have been abroad several times. She has worked for that company for a very long time.	Letters E-mails Online Chat Role-plays Historical and Cultural Figures Communicative Games Information Gap Activities Songs **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
5 ***Hobbies and Skills***	**Expressing likes, dislikes and interests** **Making generalizations** **Expressing preferences**	**Listening** • Students will be able to recognize and respond to lexis and expressions related to gerund and infinitive use in different sentence types. • Students will be able to listen and respond to in detail what is said to them in the standard spoken language even in a noisy environment. **Pronunciation** • Students will be able to pronounce plural and third person –s endings. • Students will be able to practice "Contrastive stress" e.g. *Is "your" cat sick?* *Is your "cat" sick?* *Is your cat "sick"?* **Speaking** • Students will be able to use gerund and infinitives in talking about hobbies and skills. **Reading** • Students will be able to identify and match related lexis and expressions hobbies and skills. **Writing** • Students will be able to use gerund and infinitives structures when they write about hobbies and skills.	I enjoy washing the dishes. I am good at using computers. I want to learn how to play chess. I am good at… She is gifted in…. How about you? Do you also…? Most people drink tea at breakfast in eastern countries. I'd rather buy a sports car than a sedan.	Movies Posters Dialogues Interviews Surveys Jeopardy Game Pictures on fashion/pets/cuisines/sports **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
6 ***Open your heart***	**Expressing degrees of certainty and criticism for the events in the past** **Making complaints** **Expressing advice**	**Listening** • Students will be able to listen to and deduce the different usages of modals in a text to make predictions and criticisms. **Pronunciation** • Students will be able to practice the pronunciation of "Reduction in past modals". **Speaking** • Students will be able to make conclusions; offer explanations; describe hypothetical events; give advice for predicaments. **Reading** • Students will be able to identify and understand a text expressing a predicament. **Writing** • Students will be able to write a letter to an adviser expressing what they might/should/could have done in a specific situation.	You should have done your homework. I could have studied more for the exam. They could've been nicer to the new student. He must have sent the letter to a wrong address. She might have gone to downtown.	Movies Short Stories Matching Criticism with Suggestions Personal Diary Entry Reflective Paragraphs Advice Columns Call Center Dialogues Role-plays Dialogues Self-evaluation Checklists **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
7 ***Facts from Turkey***	**Talking about landmarks and monuments** **Describing cities and historic sites** **Asking for and giving more detailed information**	**Listening** • Students will be able to recognize and respond to information about description of a monument; and description of a historical site. **Pronunciation** • Students will be able to identify the difference between the pronunciation and meaning of "Homophones- homonyms" e.g. *Wind* *Present* *Object* *Desert* **Speaking** • Students will be able to give presentation on of a monument or historical site. **Reading** • Students will be able to scan and analyze a passage describing a historical site. **Writing** • Students will be able to write a passage describing a tourist attraction. • Students will be able to write a letter to a friend suggesting places to visit in Turkey.	What are the must see attractions in Istanbul/around here? Anıtkabir is located in Ankara. Several castles in Anatolia were built by the Romans. Pamukkale hot springs and travertines are one of the most popular destinations for tourists in Turkey. Ephesus was founded in 10th century BC.	Short Documentaries Historical Figures and Monuments Pictures Posters Travel Guides Role-plays Information Gap Activities Songs **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS &TASKS
8 ***What if….***	**Speculating about past events** **Expressing and Responding to Regrets** **Making suggestions for improvement**	**Listening** • Students will be able to recognize and respond to a recording regarding past events either realized or not realized and their hypothetical results. **Pronunciation** • Students will be able to practice rising and falling intonation in asking questions. **Speaking** • Students will be able to express real life regrets. • Students will be able respond to others' regrets. **Reading** • Students will be able to scan and analyze a passage involving realized or not realized past events and their hypothetical results. **Writing** • Students will be able to write a short story on their regrets about one of their real life experiences	If I had been more hard working during my high school years, I could have studied at a better university. If I had studied engineering at the university, I would be an engineer now. I should have known better. I could have done better.	Reflective Paragraphs Matching Sentences with Pictures Conversations Role-plays Simulations Peer Evaluation Checklists Information Gap Activities Communicative Games **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
9 ***My friends***	**Describing events, places and people** **Asking for and giving clarification** **Making formal presentations**	**Listening** • Students will be able to listen to and organize specific information in a narrative about a person or an event. **Pronunciation** • Students will be able to practice the pronunciation of assimilation-elision. e.g. *Good boy- gubbɔɪ* *The conjunction "and" is pronounced as [ænd] by itself, but in the normal use of the phrase you and me, we usually say [ən], as in [yuənmi]* *friendship [fren∫ip].* **Speaking** • Students will be able to speak about famous celebrities giving their personal details. **Reading** • Students will be able to recognize and analyze online and offline newspaper articles. **Writing** • Students will be able to design their own class newspaper. • Students will be able to collect personal information about each other and summarize it using adjectives.	The man you saw… The place we went on picnic…. Mr. Richardson, (who is) our teacher of physics, is a …. Find a student who is the most easygoing	News Websites Online Newspapers Print Media Conversations Interviews Role-plays Debates Surveys Graphs/charts **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
10 ***Habits: Now and Then***	**Talking about situations and events in the past and present** **Asking for and giving more detailed information** **Giving and responding to personal information**	**Listening** • Students will be able to listen and identify past and present habits and routines in a listening text. **Pronunciation** • Students will be able to practice the pronunciation of "Use- verb and noun pronunciation". e.g. I used /yu:z/ to run ten km every day. Use of /yus/smart phones is becoming inevitable. **Speaking** • Students will be able to compare people's habits now and 20 years ago. **Reading** • Students will be able to recognize and analyze a passage about the lives of different people from other cultures. **Writing** • Students will be able to talk about the changes in their lives in written form.	I am/was used to heavy traffic. I got/get used to working hard… I am used to drinking a lot of tea every day.	Movies Interviews Role-plays Family Albums Pictures of the past and present Surveys Debates **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

12. SINIF İNGİLİZCE ÖĞRETİM PROGRAMI (CEFR "B2-B2+" SEVİYELERİ)

12. Sınıf programı, Avrupa Ortak Başvuru Metninde belirlenen düzeylerden B2 ve B2+(Bağımsız Kullanıcı) düzeylerine denk gelmektedir. Bu düzeydeki öğrenci grubunda geliştirilmesi beklenen öncelikle konuşma ve tartışma ortamında öğrencinin kendini rahat ve etkili bir şekilde ifade edebilme becerisidir. 12. Sınıf programının genel hedeflerini, 11. Sınıf programında olan Avrupa Ortak Başvuru Metninin B2 düzeyi için belirlediği kazanımların yanı sıra B2+ düzeyi için belirlenen kazanımlar oluşturmaktadır. Dört dil becerisini birleştiren 12. Sınıf öğretim programında, 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 özümsenmesi beklenen sözcükler/sözcük öbekleri ile dilbilgisi yapıları bir konu bütünlüğü içinde belirlenmiş ve bağlamlandırılarak sunulmuştur. Programın içeriği belirlenirken ergenlikten yetişkinliğe geçişin ilk aşamasını deneyimleyen 12. Sınıf öğrencilerinin genel özellikleri öncelikli olarak dikkate alınmıştır. 12. Sınıf öğretim programında sıklıkla yer bulan iletişimsel görevler ve proje çalışmaları bu yaş grubundaki bireylerin İngilizce'yi eğlenerek ve severek öğrenmelerini hedeflemektedir.

B2 (Bağımsız Kullanıcı) Ortak Yeti Açıklamaları

Kendi alanındaki teknik bir tartışma dahil olmak üzere, somut ve soyut konulardaki karmaşık metinlerin özünü ve içeriğini anlayabilir. İkinci veya yabancı dili ana dili olarak konuşan bir konuşucuyla belli bir doğallık ve akıcılık derecesinde iletişim kurabilir. Geniş bir konu yelpazesinde net ve detaylı bir şekilde kendini ifade edebilir. Güncel bir konuda kişisel fikrini dile getirebilir, farklı olasılıkların fayda ve sakıncalarını açıklayabilir.

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.

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
1 ***Music***	**Expressing opinion (agreeing, disagreeing, etc.)** **Explaining and justifying** **Expressing preferences**	**Listening** • Students will be able to identify and respond to lexis related to music. • Students will be able to respond to opinions about music. • Students will be able to detect the target information in a song/TV/radio programme. **Pronunciation** • Students will be able to practice intonation in sentences. **Speaking** • Students will be able to interact with each other through a survey about music preferences. • Students will be able to agree and disagree with others by sharing their opinions about music. • Student will be able to use the language fluently in a music contest. **Reading** • Students will be able to develop skills in skimming. • Students will be able to interpret surveys/interviews. **Writing** • Students will be able to write about their music preferences. • Students will be able to write a survey report on people's music preferences.	What do you think about…? What are your feelings about…? Don't you think…? Why do you think that ….? I believe/think/suppose, In my opinion; according to…. My idea/answer/explanation is similar to/related to …. He doesn't agree with him because… I agree/disagree with …that/on . . . I tend to agree with you. The majority believe that…	Conversations Songs Interviews / Surveys Survey Report Argumentative / Descriptive Texts TV / Radio Recordings Games Project (music contest e.g..karaoke, music quiz) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
2 ***Friends***	**Describing personal features** **Making conclusions** **Giving explanations**	**Listening** • Students will be able to define and respond to words and phrases related to personal features. • Students will be able to extract specific information from a conversation between friends. • Students will be able to follow instructions on drawing the picture of a person. **Pronunciation** • Students will be able to practice syllable/word stress. **Speaking** • Students will be able to ask and answer questions about personal features. • Students will be able to make conclusions and give explanations about a survey/report. • Students will be able to give clear detailed descriptions about personal characteristics. • Students will be able to interpret information from graphic features (graphs, charts, tables) **Reading** • Students will be able to read and discuss passages based on personal features. • Students will be able to identify the main conclusions in argumentative texts. • Students will be able to read for specific information (scanning). **Writing** • Students will be able to write a poem/a short paragraph about popular person. • Students will be able to convey information and ideas about personal features and make conclusions.	What does she look like? What kind of a person is …? She writes to him every day. She must be….. He looks much younger. He can't be anything like as old as 60. …who behaves like a child… …as handsome as… Kyle and Randy are similar because they are both… Claire and Vivian are similar in that …. The twins differ in their attitude towards animals. One similarity between Travor and John is…..	Conversations Information Gap Graphics /Charts/Tables Games Poems Songs /Chants Posters Argumentative/ Descriptive Texts Project (e.g. Survey) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
3 ***Jobs***	**Asking for and giving information about careers** **Describing workday routine** **Negotiating**	**Listening** • Students will be able to listen to spoken language about professional life and workday routines. • Students will be able to define specific phrases and expressions particular to various professions. • Students will be able to follow the essentials of professional talks. **Pronunciation** • Students will be able to practice reduction of *do* and *does* in questions. • Students will be able to practice third person singular –s endings. **Speaking** • Students will be able to talk about workday routines and compare careers. • Students will be able to use different voice levels, phrasing and intonation when speaking about careers and work day routines. • Students will take an active part in job interview through role-play. **Reading** • Students will be able to read for main ideas and details. • Students will be able to use word analysis (prefix, suffix) and vocabulary skills to increase reading comprehension and fluency. • Students will be able to find and understand relevant information about various jobs through real life tasks, such as job ads. **Writing** • Students will be able to give information about careers and express workday routines. • Students will be able to write notes during a job interview as a role play. Students will be able to write a CV/ job application letter/job add. • Students will be able to write about aspects of an imaginary job.	Teaching requires discipline. Being a flight attendant can be exciting. …is less interesting than…. …is better paid than…. …as hardworking as… …as rewarding as… What does he do for a living? Where does he work? What does he do after work? She is a teacher and she loves teaching. Lisa works in a call centre for long hours. It takes years to get experienced in surgery.	Conversations Games Songs Real-life tasks Note-taking (e.g. an agenda) Descriptive Texts Project (e.g. comparing jobs) Interviews Role-play **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
4 ***Coming Soon!***	**Making predictions** **Expressing degrees of certainty and uncertainty** **Asking for and giving opinions**	**Listening** • Students will be able to gain and interpret information about future gadgets/technology. • Students will be able take notes during an informal debate/poster presentation/seminar. • Students will be able to keep up with a conversation about future inventions. **Pronunciation** • Students will be able to notice and use reduced forms (e.g. 'll, won't). **Speaking** • Students will be able to talk about future and make predictions. • Students will be able to ask follow up questions to check if he/she has understood what a speaker intended to say. • Students will be able to share ideas and participate in an informal debate about future cities. • Students will be able to make brief comments on predictions (e.g. during debate, poster presentation, etc.) **Reading** • Students will be able to read aloud a text including new technological terms and chat acronyms. (e.g a chat conversation from a social network site) • Students will be able to use a glossary to find out meaning of words. • Students will be able to interpret texts which consist of international vocabulary items of future technology. • Students will be able to scan texts in order to gather information and fulfil a specific task. **Writing** • Students will be able to write predictions about future inventions and cities. • Students will be able to make detailed descriptions of an imaginary invention.	I imagine driverless cars will be common in the near future. I guess there won't be cars running with petrol. Next century is going to be very hi-tech, I believe. What do you think will happen in the year 2030? I think air pollution is going to decrease due to the usage of bio-energy until 2030. Fixed telephones aren't going to be used anymore as a result of wireless technology. If people use natural sources excessively, the world will not let human survival. Did you mean this petrol-free car will reduce costs?	Games Flashcards Posters Note-taking Having an informal debate Project (e.g. Future Cities) Drawing (e.g. future cars) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
5 ***Psychology***	**Describing mood** **Making suggestions to change negative mood** **Following and giving instructions**	**Listening** • Students will be able to catch the main points of a discussion about the relationship between colours and moods and suggestions to change mood. • Students will be able to respond to songs reflecting different moods. • Students will be able to compare the suggestions or different perspectives given by a psychologist/friend and respond to them. • Students will be able to identify the speaker's mood, tone, etc. **Pronunciation** • Students will be able to practice sentence intonation and stress. **Speaking** • Students will be able to ask for, offer and reply to suggestions about moods. • Students will be able to make comment on moods by looking at flashcards. • Students will be able to use different voice levels, phrasing and intonation when speaking in a variety of situations such as relaxation/meditation or in different moods. • Students will be able to express and respond to feelings such as surprise, happiness, sadness, interest, indifference, etc. **Reading** • Students will be able to read a poem loudly by reflecting its tone. • Students will be able to identify specific information in a real-life text. • Students will be able to sort clearly written instructions for relaxation / meditation. **Writing** • Students will be able to spell correctly the lexis in an appropriate context. • Students will be able to describe their current mood / mood reflected in a poem/ painting/photograph through creative writing. • Students will able to offer suggestions on a newspaper for certain problems sent by readers.	I feel exhausted and I can't concentrate. Let's take a break. I'd rather watch a movie rather than think of the same problem. I'd rather have tickets to the opera. If I had a choice, I would go for… Why don't you join a music club? I suggest that you take a nap. I suggest going for a walk. I feel lonely. What do you do to clear your mind after school? Close your eyes and take a deep breath. Blue is the color of people who seek well being and peace.	Conversations Real-life texts (Colours and moods) Songs/Poems Pictures/Flashcards Editing Oral retelling Drama/Miming/ Role-Play Project (e.g. At the psychologist/Relaxation techniques/Meditation) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
6 ***Favours***	**Making requests** **Accepting and declining requests** **Asking for and responding to favors**	**Listening** • Students will be able to define and respond to phrases and the highest frequency vocabulary related to requests in various contexts. • Students will be able to keep up with an animated conversation between native speakers. • Students will be able to catch the required information in a song. **Pronunciation** • Students will practice sentence stress and learn to sound natural in conversation in a dialogue. **Speaking** • Students will be able to express and respond to a number of requests in different contexts. • Students will be able to convey requests in various degrees. • Students will be able to establish a simultaneous social contact in routine contexts of requests. • Students will be able to ask someone to clarify or elaborate on what he or she has just said. **Reading** • Students will be able to read about favours and develop skills in scanning. • Students will be able to outline basic types of standard routine e-mails or letters. • Students will be able to differentiate how grammatical features of the English language affect meaning. **Writing** • Students will be able to write and/or respond to an e-mail request. • Students will be able to write short, simple formulaic notes relating to matters in areas of immediate need.	Can/Could I borrow your mp3 player? Is it OK if I use your smart phone? I would be glad to…. I need a/an/some… I'm really sorry,…. Would you mind….? Do you mind if I turn on the conditioner? Did you mean you need my laptop whole day? I was wondering if you'd mind lending me your bike. Sure! Of course! Help yourself! No. I'm sorry. I don't have one.	Conversations Flashcards/ Wordcards Role-play Songs Communicative Tasks Games Politeness Competition Project work (Bringing authentic materials such as video scripts into the classroom and focusing on register types) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
7 ***News Stories***	**Narrating a past event/experience** **Talking about sequential actions** **Asking for and giving descriptions**	**Listening** • Students will be able to practice listening skills in following and listing sequence in the past. • Students will be able to analyze the relations between the parts of a text through discourse markers and cohesive devices. **Pronunciation** • Students will be able to notice and use sentence stress appropriately. **Speaking** • Students will be able to use past tenses for telling a story or describing an event. **Reading** • Students will be able to apply skills and strategies of the process of reading to build up comprehension of texts • Students will be able to list and match vocabulary for narrating and describing events. • Students will be able to analyze relations between the parts of a text through discourse markers and cohesive devices. **Writing** • Student will be able to use a variety of discourse markers and cohesive devices to mark clearly the relationships between events. • Students will be able to read, comprehend and summarize in writing. • Students will be able to write a news story/a past experience/an imaginary story. • Students will be able to write the end part or conclusion of a story they have read.	Two people were struck and killed on Monday as they tried to cross the street. When he died, he had already published 20 novels. After, before, first…. That reminds me of my childhood. Did I ever tell you about the time I had a job that I really hated? Meanwhile…. Following this event, … Unfortunately, I lost all my money in lottery. Fortunately, he survived the accident without a scratch.	Conversations Songs Summarizing Preparing a poster or finding headlines for news stories Oral presentation (a news story or a self-made video) Guessing Communicative tasks(e.g. producing a story) Project (e.g. comic strips) Jig-saw puzzle **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
8 ***The Environment***	**Describing problems** **Making complaints** **Offering solutions**	**Listening** • Students will be able to recognize and define words and phrases related to environment. • Students will be able to distinguish between formal and informal language. • Students will be able to interpret from tone of voice whether the speaker is aggressive, confident, irritated etc. **Pronunciation** • Students will be able to appropriately use intonation in a sentence. **Speaking** • Students will be able to make complaints and offer solutions to environmental problems. • Students will be able to share ideas and participate in an informal debate about future cities. • Students will be able to use the different registers of English language in speaking. **Reading** • Students will be able to read, comprehend and discuss an article about the environment. • Students will be able to develop their skills in summarizing and making inferences. **Writing** • Students will be able to write an email or a letter of complaint to a local authority about an environmental problem and suggested solutions. • Students will be able to use the different registers of English language in writing.	Sorry to bother you, but I think there's a problem that requires an urgent solution. We'd like you to … I think we should… In order to solve this problem we must first/ initially…. Another way of looking at this problem is… The solution to this problem is… …was a result of… Maybe you forgot to... I think you might have forgotten to... Don't get me wrong, but I think we should...	Conversations Role-play/Simulation Summarizing Video project Interviews Outdoor activities Posters (e.g. wildlife protection, public health) E-mails Environmental Project (e.g. Describing animal habitats) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
9 ***Technology***	**Talking about things you need to be done** **Asking and answering questions in interviews** **Starting and ending a conversation**	**Listening** • Students will be able to recognize technical information, such as operating instructions for everyday equipment. • Students will be able to identify the main points of radio news and other recorded material about technology delivered in clear standard speech. • Students will be able to follow a lecture, report, talk or presentation about technology. • Students will be able to identify both general messages and specific details in relation to information about technology. **Pronunciation** • Students will be able to notice and use sentence stress correctly. **Speaking** • Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technology products. • Students will be able to enter unprepared conversation about technology. • Students will be able to make their reactions understood as regards solutions to problems about technology products. • Students will be able to provide concrete information required in an interview/consultation in relation to technology products. **Reading** • Students will be able to read and discuss a Web-page about technology products and identify the related vocabulary. • Students will be able to locate specific information in lists and isolate the information required (e.g. look for the "Yellow Pages" to find service). • Students will be able to find and categorize information in everyday material, such as websites, brochures and magazines. **Writing** • Students will be able to write a note asking someone to have something done. • Students will be able to express news, views and reports in writing in relation to technology. • Students will be able to give a prepared presentation about technology products. • Students will be able to write connected texts on technology by using linking words. • Students will be able to write a description of a hi-tech product. • Students will be able to summarize reports and give his/her opinion about information on technology.	What do you think about the future of smart phones? I'll have the computer formatted. She wants her smart phone fixed. The teacher does not let the students use their phones in class. Sorry, I can't talk any longer on this issue. I had Mindy download a movie for me. We'll get the PPP done as soon as possible. The teacher made the class do online research on the topic.	Lists Notes and messages Songs Advertisements Illustrations Survey/Tables Techno-Project Role-play/Simulation Informal Debate Presentation Proverbs Idioms Argumentative/ Descriptive Text Competition (e.g. picture of a hi-tech product) **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
10 ***Manners***	**Talking about wishes and regrets** **Apologizing** **Giving explanations**	**Listening** • Students will be able to respond to wishes, regrets and apologies. • Students will be able to follow the main points of a discussion about manners. • Students will be able to follow lectures, talks, and presentations about manners including wishes, regrets, and apology. • Students will be able to listen to and analyze TV and radio programs about manners. **Pronunciation** • Students will be able notice and use sentence stress correctly. **Speaking** • Students will be able to express regrets, wishes, and make apologies. • Students will be able to communicate with some confidence on manners related to his/her family or school life. • Students will be able to exploit a wide range of language to deal with examples of wishes and regrets. • Students will be able to maintain a conversation or discussion about manners in different cultures. • Students will be able to invite others to give their views on manners. **Reading** • Students will read about people's ambitions and regrets. • Students will be able to identify the main conclusions in argumentative texts. • Students will be able to organize description of events, feelings and wishes in diaries and personal letters. • Students will be able to read correspondence relating to personal wishes, regrets and apologies. • Students will be able to give brief comments on the confessions /comments of others. **Writing** • Students will be able to write a letter, note or report on wishes, regrets and apology. • Students will be able to write personal letters describing experiences, feelings and events in detail in relation to the topic. • Students will be able to synthesize information and arguments about manners from a number of sources.	Please accept my apology/apologies for yesterday. I shouldn't have said that… I'm terribly sorry to/about/for ……. It was not my intention to … If only John knew about it. I wish that someone had told John about it. If only I had woken up early. I wish you wouldn't play with your mobile phone. What I'd like more than anything else is …. Something I have always wanted is …. I didn't mean to hurt you.	Conversations Poems Role-play Games/acting/ Imitation Songs Project (e.g. Shooting a video about wishes, regrets, and apologies) Survey report Pictures/Flashcards Proverbs Idioms Argumentative/Descriptive texts **IDIOMS/PROVERBS OF THE WEEK** **DISCUSSION TIME** **TECH PACK** **E-PORTFOLIO ENTRY** **VIDEO BLOG ENTRY**