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(9, 10, 11 VE 12. SINIFLAR)

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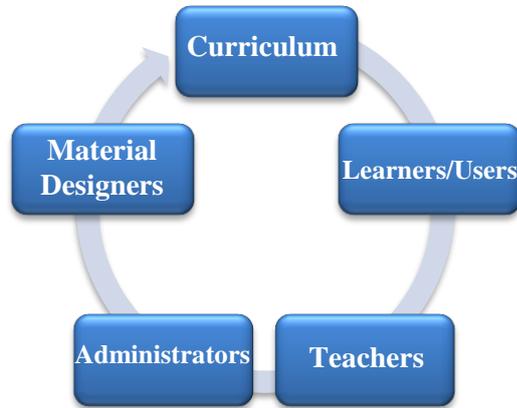
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1. FOREWORD

9th-12th Grades English Curriculum

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



2. MAJOR PHILOSOPHY AND GENERAL OBJECTIVES OF THE 9th-12th GRADES ENGLISH CURRICULUM

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

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

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

In addition, in the 9th-12th Grades English Curriculum **collaboration** among students is encouraged more than competition because collaborative activities are more in line with the natural process of language learning in which learners have to interact with each other to negotiate meaning and practice interpersonal skills that are necessary to become effective communicators (Crawford, 2007). Collaboration also meets the affective needs of **adolescent learners** more than

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

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

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

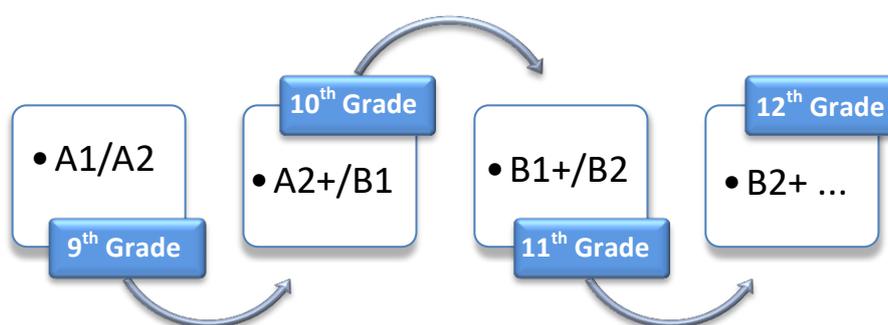
3. COMMUNICATIVE COMPETENCE AND SKILLS

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

Grades (CEFR*) Hours per Week	Learner Age	Skill/Grammar/Vocabulary/Pronunciation Focus	Main Activities (Can be used in all grades)
9 (A1/A2) 4	14-14.5	All four skills integrated with an emphasis on Listening and Speaking. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice	Roleplays/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/Roleplays 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

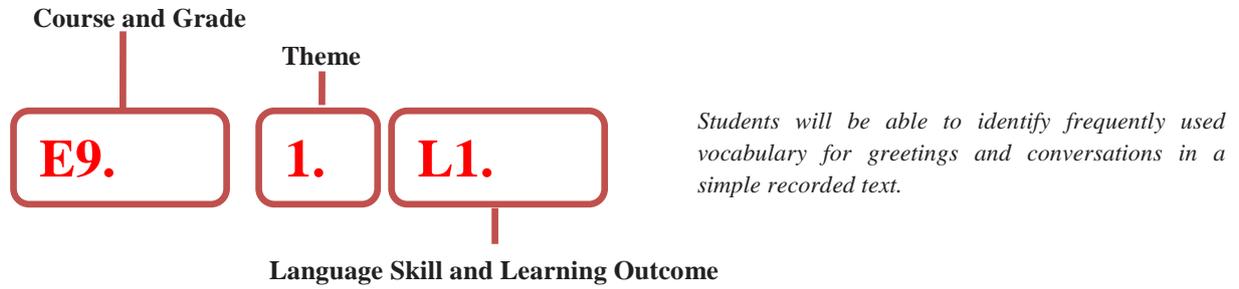
The order of the CEFR levels (CoE, 2011) was adapted to meet the specific needs of high school learners in the new 9th-12th grades English curriculum in which it is intended for learners to start their high school English classes with a revision on CEFR A1 level and then gradually proceed through CEFR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



The rationale behind starting the 9th Grade with A1/A2 levels is that even though students are expected to be at A2 level at the end of 8th Grade according to the 2nd -8th Grade English Curriculum, in practice there is often a need to revise and recycle the content presented in previous classes as students enter the 9th Grade English classrooms with different levels of capacities, English proficiencies, and individual learning differences. For students attending to 9th Grades with low proficiency of English language, teachers can give emphasis on revision and improvement of A1 level functions, vocabulary and structures. For students with higher English proficiency level; on the other hand, teachers can spend more instruction time on A2 level especially devoting more time on practising productive skills such as speaking and writing. Moreover, with the help of

revision of some of the functions presented in the previous curriculum, teachers can carry out needs analysis to determine the learning needs of their students before students are presented with new functions in English. It is important to note that even though the similar functions are addressed, **9th Grade A1 level can be more advanced in terms of some vocabulary and structures compared to A1 level in 2nd- 8th Grade English Curriculum so that students can also receive new input while they are revising the functions that they might be familiar with.**

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



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

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

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

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

4. ETHICS AND VALUES EDUCATION

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

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

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

5. GUIDE FOR THE 9th- 12th GRADES ENGLISH CURRICULUM

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

Students...

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

Teachers...

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

Materials/Tasks...

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

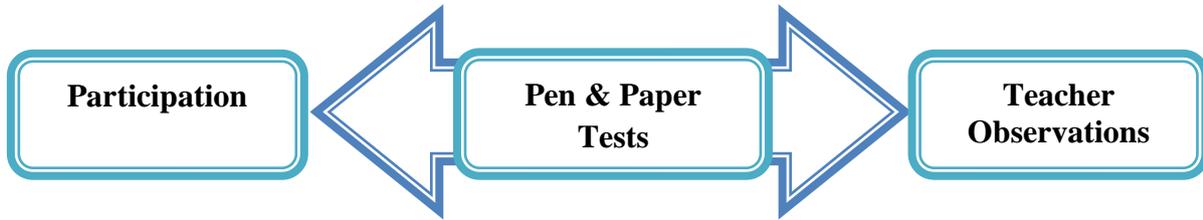
Assessment...

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

6. ASSESSMENT AND EVALUATION

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

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

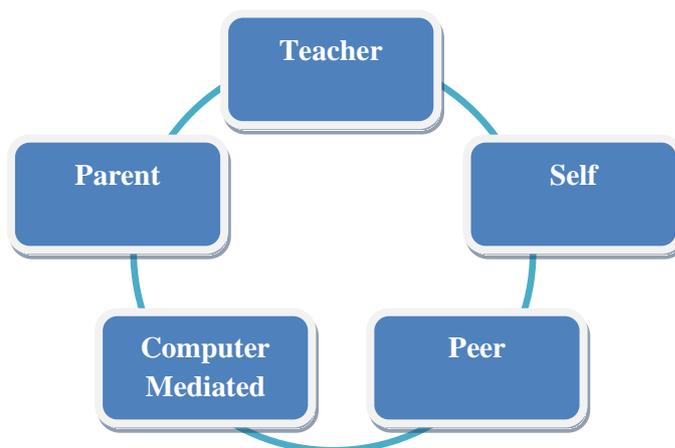


Whichever assessment tool is used, it is strongly recommended that the emphasis is given to designing communicative assessment tasks and assessing production of language in the implementation of the curriculum. Since 9th-12th English curriculum is mainly function and skills-based, it is important to 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. However, it has been observed that the assessment of speaking and listening skills cannot be held properly in some institutions by considering lack of facilities. Therefore, those skills can be assessed by the groups of English teachers in the institutions to evaluate the students more effectively.

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

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



The chart above illustrates the parties to provide feedback on students' outputs in English. It is suggested that a combination of feedback providers is used throughout the semester at varying degrees depending on the nature of language output of the learners and language content.

7. ORGANIZATION OF THE 9th-12th GRADES ENGLISH CURRICULUM

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

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

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

Instructional Design:

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

Instructional Materials:

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

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

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

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

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

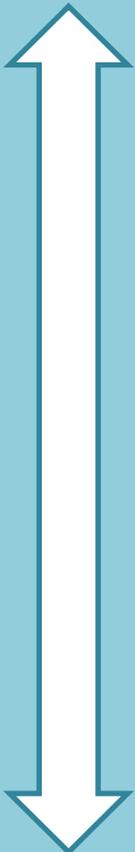
1. ICT allows a high degree of differentiation. Individual needs and abilities can easily be accommodated.
2. Working with ICT elicits a high degree of learner motivation and involvement.
3. ICT offers enriched content and allows a more intense, multisensory learning process.
4. ICT makes teaching more 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 9th-12th grades English curriculum advocates a **blended-learning** environment for language learners. In blended learning, face-to-face learning takes place in combination with approximately 45% of online materials and activities (Gruba & Hinkelman, 2012). To make use of blended learning in an effective, meaningful, and ethical way, learners should also be explicitly trained on the proper ways of online communication (Biesenbach-Lucas, 2007). To maximize the benefits of the use of technology in English classes and to raise awareness among adolescent language learners, several topics such as the netiquette, positive/negative implications of technology use, and boundaries in relation to technology use are discussed in some themes of the curriculum in addition to technological tools that can foster language learning.

7.2. Suggested Materials for 9th-12th Grades

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

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

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

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

8. FINAL WORD

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

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

9th Grade**ORTAÖĞRETİM İNGİLİZCE DERSİ 9. SINIF
ÖĞRETİM PROGRAMI (CEFR “A1-A2” SEVİYELERİ)**

Dokuzuncu sınıf İngilizce dersi öğretim programı Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADOÇP) 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 amaçlanmıştır. Bu düzeydeki öğrenci grubunda geliştirilmesi beklenen beceriler basit konuşmaları kolaylıkla anlayabilmesi, kendini rahatça tanıtabilmesi ve günlük hayatını hedef dille sürdürebilmesidir. Yaş grubuna uygun olarak güncel konular iletişimsel bir bağlamda sunulmuş, temel fonksiyonlar sık sık farklı bağlamlarda tekrarlanarak kullanımlarının pekiştirilmesi hedeflenmiştir. Her üniteye 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. 9. sınıfa düşük dil yeterliği ile başlayan öğrencilerin dil seviyelerinin iyileştirilmesi amacıyla A1 düzeyinde işlev, kelime bilgisi ve yapıları üzerinde durulabilir. Yüksek dil yeterlilik düzeyi ile başlayan öğrenciler için ise A1 düzeyinde konuşma ve yazma gibi becerilere ağırlık verilerek, A2 düzeyi işlev, kelime bilgisi ve yapılarına daha fazla zaman ayrılabilir.

A1 (Temel Kullanıcı) Ortak Yeti Açıklamaları

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

9th Grade

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

THEME 2: MY ENVIRONMENT		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about locations of things 2. Asking about and describing neighborhood 3. Making comparisons</p> <p>- What do you have in your room/kitchen/classroom/lounge/school?</p> <p>Is it a large or a small cellar?</p> <p>There aren't any sport facilities in our school.</p> <p>Do you live in a nice community?</p> <p>This store is cheaper than the previous one. Is there a nice mall in this neighborhood?</p> <p>The one in our neighborhood is the biggest in Ankara.</p>	<p>Listening E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video. E9.2.L2. Students will be able to locate the things as they listen to information about the instructions.</p> <p>Pronunciation E9.2.P1. Students will be able to differentiate /ɪ/ and /i:/ sounds. <i>Eg. sit /sɪ/ seat /si:t/</i></p> <p>Speaking E9.2.S1. Students will be able to ask about and describe their neighbourhood. E9.2.S2. Students will be able to compare people, places and objects around them. E9.2.S3. Students will be able to ask and answer questions about location of things and places.</p> <p>Reading E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/city etc.</p> <p>Writing E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Turkey. E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.</p>	<p>Product Labels</p> <p>Brochures</p> <p>Discount Banners</p> <p>High-end Flea Market</p> <p>Songs</p> <p>Games</p> <p>Poster Advertisements</p> <p>Note taking</p> <p>Comparing</p> <p>Role play</p> <p>Information Gap</p> <p>Descriptive Text</p> <p>Tables/graphics</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

9th Grade

THEME 3: MOVIES		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p> 1. Talking about likes/ dislikes, hobbies and free time activities 2. Expressing opinions 3. Making preferences 4. Asking about and telling the time and the date 5. Inviting and refusing/accepting an invitation </p> <p> I like/enjoy watching documentaries. Detective film is my thing. I hate watching cookery programs because I think they waste our time. Romantic movies are not very me. Marbling is my favorite art. Let's see/ How about going to see a movie tonight? Are you in the mood for a movie/an art exhibition on Saturday? </p> <p> -Why don't we have a cup of coffee after school? -Oh, What a great idea! -Oh, I think it is a fantastic idea! -Cool! -Thanks, that sounds nice! -Oh, I'd love to do that! -Well, I'd love to but I have other plans. </p> <p> 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... </p> <p> Can you tell me the time? Do you have the time? I prefer watching documentaries to TV serials </p>	<p> Listening E9.3.L1. Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video. E9.3.L2. Students will be able to reorder a recorded conversation about making invitations/ offers. </p> <p> Pronunciation E9.3.P1. Students will be able to differentiate /t/ sound from / θ / sound. Eg. <i>ten /ten/ thin /θɪn/</i> </p> <p> Speaking E9.3.S1. Students will be able to express their opinions about free time activities. E9.3.S2. Students will be able to ask about and tell the time and the date. E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities. E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation. </p> <p> Reading E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see. E9.3.R2. Students will be able to find the main idea of a text about movies. </p> <p> Writing E9.3.W1. Students will be able to write their opinions on a blog. E9.3.W2. Students will be able to write short text messages to invite their friends for a movie. </p>	<p> Self-Prepared Video Competitions Podcasts Magazines Newspapers Movie Tracks Movies Internet Websites Graphics/Charts Jigsaw Puzzle Oral Retelling Narrative Text </p> <p> DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment </p>

9th Grade

THEME 4: HUMAN IN NATURE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing daily routines 2. Talking about abilities 3. Talking about frequencies of activities</p> <p>I wake up at seven a.m. every morning when I go camping. He runs a couple of miles every morning to clear his head. Mum grows organic vegetables in her garden. We don't stay in a tent during our summer holidays.</p> <p>-How often do you go trekking? -Sometimes. -Once a week.</p> <p>Robert can cook delicious meals but I can't. How long can you survive without water? I am not sure but I think one or two days. What can Sheila do? What can we do to prevent natural disasters? My friends help the victims/casualties of natural disaster.</p>	<p>Listening E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words. E9.4.L2. Students will be able to identify time expressions of daily routines.</p> <p>Pronunciation E9.4.P1. Students will be able to pronounce /s/ , /z/ and / ɪz/ sounds. <i>Eg. runs /rʌns/ brings /brɪŋz/ watches /wɒtʃɪz/</i></p> <p>Speaking E9.4.S1. Students will be able to talk about their abilities. E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities.</p> <p>Reading E9.4.R1. Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events. E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities.</p> <p>Writing E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities. E9.4.W2. Students will be able to write a short paragraph about love for nature.</p>	<p>Magazines Newspapers Internet websites Graphics/Charts TV news broadcasts Monologues Jigsaw Informative texts</p> <p>DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY</p>

9th Grade

THEME 5: INSPIRATIONAL PEOPLE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Asking about and describing people’s appearances and characters</p> <p>2. Comparing characteristics and appearances</p> <p>3. Expressing opinions (Agreeing, disagreeing, etc...)</p> <p>4. Talking about current activities</p> <p>Who inspires you most in Turkish history?</p> <p>What is s/he like?</p> <p>What does...look like? How old/tall/long...?</p> <p>What color.....?</p> <p>She has got blonde/wavy hair / a purple headscarf. In the picture Claire’s hair is shorter than Hanna’s.</p> <p>Who is your favorite sportsman/ sportswoman?</p> <p>S/he is a born singer. He has got a natural talent for sports. -I think George is more emotional than Jay. -I disagree with you, I think vice versa. In my opinion... I totally disagree. / I’m afraid, I disagree...</p> <p>She is getting ready for the shot. Is the producer working on a new film?</p> <p>The famous football player is visiting charity organizations for the refugees now.</p>	<p>Listening E9.5.L1. Students will be able to identify the descriptions of people’s appearances in a recorded text.</p> <p>Pronunciation E9.5.P1. Students will be able to practice /ŋ / sound. <i>Eg. Bringing /brɪŋŋ/</i></p> <p>Speaking E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing their opinions. E9.5.S2. Students will be able to describe current actions in pictures.</p> <p>Reading E9.5.R1. Students will be able to scan a text for specific information. E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts.</p> <p>Writing E9.5.W1. Students will be able to write a text comparing characteristics of people by giving their opinions. E9.5.W2. Students will be able to write a text describing their inspirational character.</p>	<p>TV/Radio/ Podcasts</p> <p>Magazine/Newspaper</p> <p>Games/Fun</p> <p>Comics</p> <p>Songs</p> <p>Videos</p> <p>Poem</p> <p>Note Taking</p> <p>Fan Letters</p> <p>Character Diaries</p> <p>Role Play</p> <p>Survey on Appearances at School</p> <p>Guess Who</p> <p>Interview</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

THEME 6: BRIDGING CULTURES		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Asking about and describing cities 2. Identifying cultural differences 3. Talking about travel and tourism 4. Ordering food</p> <p>Turkish people in general are very hospitable to visitors from other countries. Indian food is spicy, but 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.</p> <p>What is the weather like in...? It is rainy almost everyday in England.</p> <p>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 to visit/eat...in ...</p> <p>What is the purpose of your visit?</p> <p>Please don't leave any bags unattended. Flight number TK1987 is now boarding/ has landed.</p> <p>-When is the next flight to London? -On Wednesday at 5.30.</p> <p>-What would you like to have? -I'd like to have/eat a steak and salad.</p> <p>-Would you like to drink something? -Lemonade, please! -What about you, madam?</p>	<p>Listening E9.6.L1.Students will be able to detect specific information in public announcements at the airport / train station etc. E9.6.L2.Students will be able to identify the most frequently used expressions to order food in a restaurant.</p> <p>Pronunciation E9.6.P1.Students will be able to differentiate /v/ and /w/ sounds. Eg. Very /veri/ well /wel/</p> <p>Speaking E9.6.S1.Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. E9.6.S2.Students will be able to take part in conversations that can occur while travelling. E9.6.S3.Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket. E9.6.S4. Students will be able to talk about some basic cultural differences of places they have visited.</p> <p>Reading E9.6.R1.Students will able to scan short texts describing some famous cities in the world for specific information. E9.6.R2. Students will be able to get the main points of the informative texts related to intercultural differences.</p> <p>Writing E9.6.W1. Students will be able to write a short message to leave at the reception desk for their parents. E9.6.W2. Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.</p>	<p>Announcements</p> <p>Newspaper</p> <p>Transportation Schedules</p> <p>Graphics/ Currency Charts</p> <p>Film</p> <p>Comics</p> <p>Maps</p> <p>Road Signs</p> <p>Expository Texts</p> <p>Note Taking</p> <p>Role Play</p> <p>Songs</p> <p>Surveying</p> <p>Guessing</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

9th Grade

THEME 7: WORLD HERITAGE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about past events 2. Making inquiries 3. Asking and answering questions in an interview</p> <p>Why did/was...? Who did/was...? What did/were...? Where did/were...? Did you...? Was she...? Can you tell me what happened?</p> <p>As far as I can remember, s/he was...</p> <p>When the Egyptians built the Great Pyramid of Giza...</p> <p>Before Greeks decided to build...</p> <p>Firstly, they carried... Secondly, they decided on...</p>	<p>Listening E9.7.L1. Students will be able to organize information on world heritage in a recorded text/video. E9.7.L2. Students will be able to respond to simple questions/ statements in a recorded interview.</p> <p>Pronunciation E9.7.P1. Students will be able to sound natural producing “-ed” sounds in regular past verbs and the pronunciation of /wəz/ and /wɒz/.</p> <p>Speaking E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events. E9.7.S2. Students will be able to give a short simple presentation about an ancient civilization they have searched before.</p> <p>Reading E9.7.R1. Students will be able to ask and answer the questions about a text related to the world heritage. E9.7.R2. Students will be able to reorder the events in a short story.</p> <p>Writing E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past.</p>	<p>Making Timeline</p> <p>Films</p> <p>Literary Texts (poem, story, etc.)</p> <p>Story Boards</p> <p>Summary Writing</p> <p>Oral Retelling</p> <p>Jigsaw Puzzle</p> <p>Compare and Contrast/Narrative Texts</p> <p>Repeating</p> <p>Role Play</p> <p>Song/ Chants</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 8: EMERGENCY AND HEALTH PROBLEMS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Asking for and giving advice 2. Giving and understanding simple instructions in case of emergency 3. Talking about something that has happened recently 4. Expressing obligations and prohibitions</p> <p>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.</p> <p>What causes the flu? You'd better take a long rest when you catch the flu.</p> <p>You should see a doctor when you have a high fever.</p> <p>If/ when someone faints, first of all check if he/she is still breathing, secondly alert medical personnel, and then position the person properly...</p> <p>-What are your symptoms? -I've got a rash on my hand. -Have you eaten anything allergic recently? -Your temperature is normal. -Open your mouth, please.</p> <p>I must see a dentist.</p> <p>You mustn't smoke in this area.</p> <p>Workers have to wear their helmets while working in this workplace.</p>	<p>Listening E9.8.L1. Students will be able to identify the most frequently used expressions about health problems.</p> <p>Pronunciation E9.8.P1. Students will be able to notice sentence intonation. <i>Eg. Where is the nearest hospital? (falling intonation)</i> <i>Is that the new doctor? (rising intonation)</i></p> <p>Speaking E9.8.S1. Students will be able to ask for help from the emergency services in areas of immediate need. E9.8.S2. Students will be able to ask for and give advice about health problems. E9.8.S3. Students will be able to express obligations, responsibilities and prohibitions in social life.</p> <p>Reading E9.8.R1. Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.</p> <p>Writing E9.8.W1. Students will be able to prepare posters/leaflet/brochures about safety and health at work.</p>	<p>TV Radio Newspaper Patient Information Leaflets (PILs) Songs/Chants Expository Texts Oral Retelling Spoken Presentation Advice Columns Brochures</p> <p>DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment</p>

9th Grade

THEME 9: INVITATIONS AND CELEBRATIONS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Asking for and giving suggestions 2. Doing shopping 3. Making requests 4. Talking about future plans 5. Making and answering phone calls</p> <p>My family is going to throw a birthday party for me tomorrow. Would you like to join us?</p> <p>Would you like to join us for iftar this evening? Are you good at cooking?</p> <p>Can you help me? Have you got any...that I could borrow? Have you got time to prepare some...?</p> <p>Would you mind making a shopping list for the party? Do you mind if I use your car?</p> <p>-Let's go to the cafe, 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 slowly, please? -Thanks for calling, bye for now! Remember/don't forget to do it. How much does this cost? Can I have a kilo of grapes? -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 credit card.</p>	<p>Listening E9.9.L1. Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. E9.9.L2.Students will be able to recognise the most frequently used expressions related to shopping in a recorded text.</p> <p>Pronunciation E9.9.P1.Students will be able to practice "yod coalescence". (Could you...? Would you ...?).</p> <p>Speaking E9.9.S1. Students will be able to make and respond to suggestions/ requests. E9.9.S2. Students will be able to describe future plans and arrangements. E9.9.S3.Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.</p> <p>Reading E9.9.R1. Students will be able to find the supporting ideas in a text.</p> <p>Writing E9.9.W1. Students will be able to write simple invitation letters. E9.9.W2.Students will be able to write a short paragraph about their future plans.</p>	<p>Games/ Fun Invitation Cards Menus Songs Note Taking Oral Retelling Singing E-mails Invitee Lists Letters Telephone Conversations Coupons Posters Tables</p> <p>DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY</p>

THEME 10: TELEVISION AND SOCIAL MEDIA		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Making predictions about the future 2. Asking for and giving opinion (agreement, disagreement, etc...) 3. Interrupting someone in a conversation 4. Gaining time in a conversation</p> <p>- What do you think...?/ What is your idea ...? - I think/In my opinion/ To me, we won't use television in the near future, because... - I don't think so./ No chance! / Never in a million years!</p> <p>That's for sure! /Absolutely! / I guess so! I'm not so sure about it. I couldn't agree more. / No way! I'd say exactly the opposite. No, I'm not so sure about that. That's not always the case.</p> <p>I think there is no point in sharing private photos in social media. You shouldn't rely on all the news available on the net.</p> <p>I prefer watching quiz shows to talent shows. No doubt about it. You have a point there. I was just going to say that. Do you have anything to say about this? Can I add something here? / If I might add something Sorry to interrupt you. Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean.</p>	<p>Listening E9.10.L1. Students will be able to put the events in a TV broadcast in order.</p> <p>Pronunciation E9.10.P1. Students will be able to practice /d/ and /ð/ sounds. <i>Eg. Day /dei/ They / ðei /</i></p> <p>Speaking E9.10.S1. Students will be able to make predictions about the future. E9.10.S2. Students will be able to agree or disagree with others by giving their opinions. E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.</p> <p>Reading E9.10.R1. Students will be able to skim short and simple texts to draw a conclusion in terms of social media.</p> <p>Writing E9.10.W1. Students will be able to write a comment on a topic via social media.</p>	<p>TV/Podcasts Magazine/Newspapers Brochures Print Media Comics Internet Websites Graphics/Charts Poems Jigsaw Puzzle Note Taking Summary Writing Spoken Presentation Simple Discussion Poster Advertisements Persuasive Essays Cause and Effect Essays DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment</p>

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

Onuncu sınıf İngilizce dersi öğretim programında öğrenim gören öğrencilerin Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADOÇP) Temel Düzeyde yer alan A2+ seviyesinden Bağımsız Kullanıcı Düzeyinde 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. Ancak, bazı telaffuz hatalarının kalıcı olmaması için 10. sınıf öğretim programında telaffuz çalışmalarına özel bir önem verilmiştir. 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. İngilizceyi rahat ve akıcı bir şekilde kullanabilmelerinin yanı sıra 10. sınıf öğrencilerinin kendilerini farklı alan, konu ve düzeylerde gerek sözel gerek ise kısa da olsa yazılı şekilde ifade edebilmeleri beklenmektedir.

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 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 buldukları 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 dil yapıları ve kelimeleri planlamak için duraksasa da konuşmalarını anlamlı bir şekilde sürdürebilir. B1 seviyesindeki öğrencinin diğer bir ana özelliği ise günlük problemlerin üstesinden gelebilme becerisidir. Örneğin, toplu taşıma ile ilgili çok sık karşılaşılmayan durumlar ile baş edebilir ve bir seyahat temsilcisi ile yapılan seyahat planlamaya yönelik görüşmelerin ya da seyahatler sırasında karşılaşılabilecek olası durumların üstesinden gelebilir. Ayrıca alışlagelmiş konulardaki günlük konuşmalara hazırlık ve plan yapmadan katılabilir.

THEME 1: SCHOOL LIFE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Exchanging personal information in both formal and informal language 2. Taking part in a conversation in everyday life situations</p> <p>I go to school every day. I usually practise wrestling/archery after school.</p> <p>Where do you live? Are you from ...?</p> <p>-Do you have any sisters or brothers? -Yes, I have a sister. / No, I don't have any sisters or brothers.</p> <p>-What does your father do? -He is an engineer.</p> <p>-How do you come to school? -I come to school on foot/ by bus.</p> <p>-Which subject do you like most? -I like ...most.</p> <p>-What's your favorite ...? -My favorite ... is .../ It's ...</p> <p>-Do you like ...? -Yes, I love it. / I really like it. /No, I hate it.</p> <p>-What do you think about ..? -I think..... -In my opinion, ...</p>	<p>Listening E10.1.L1. Students will be able to identify expressions related to school/ everyday life and free time activities</p> <p>Pronunciation E10.1.P1. Students will be able to practice intonation in asking and answering questions in daily conversations. Eg. <i>What does your father do? (falling intonation)</i> <i>Are you thirsty? (rising intonation)</i></p> <p>Speaking E10.1.S1. Students will be able to introduce themselves and others individually/ in pairs or small groups. E10.1.S2. Students will be able to exchange personal information in both formal and informal situations.</p> <p>Reading E10.1.R1. Students will be able to diagrammatize a text about everyday life into a graphic organizer.</p> <p>Writing E10.1.W1. Students will be able to describe themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions.</p>	<p>Movies Realia Surveys Class Profile Posters Short Reading Texts Information Gap Activities Roleplays Miming and Acting Songs Communicative Games</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

THEME 2: PLANS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing future plans and arrangements 2. Expressing one's ideas in unplanned situations 3. Making oral presentations on a planned topic</p> <p>I am going to fly to New York this summer. I've already bought my ticket.</p> <p>When are you going to take the exam?</p> <p>A: Are you coming to the movie this afternoon? B: I'm afraid I can't. I'm meeting with my friends at the café. A: And you? Are you free this afternoon?</p> <p>A: I won't be in Erzurum for some time. B: When will I see you again? A: My family and I are going to come back in September.</p> <p>A: Susan is looking for you. B: Ok, I'll see her in the classroom.</p> <p>We should leave the house now. Our bus leaves at 8:30 a.m. and we have 15 minutes to catch it. I think I'll be a teacher in 10 years from now. I'm sure you'll be very rich one day.</p> <p>He is having a job interview on Monday.</p> <p>Let's do a project together. I'd love to but I am going to help Ali with his homework. I always keep my promise.</p>	<p>Listening E10.2.L1. Students will be able to catch the details of future plans and arrangements in a recorded text/video.</p> <p>Pronunciation E10.2.P1. Students will be able to practice intonation in asking and answering questions in daily conversations.</p> <p><i>Eg.</i> <i>Are you coming to the movie? (rising intonation)</i> <i>I'm afraid I can't. (rising intonation)</i></p> <p>Speaking E10.2.S1. Students will be able to talk about their own plans for the future. E10.2.S2. Students will be able to express their ideas in unplanned situations.</p> <p>Reading E10.2.R1. Students will be able to identify specific information about people's future plans and arrangements in a text. E10.2.R2. Students will be able to skim a text to draw a conclusion.</p> <p>Writing E10.2.W1. Students will be able to write an opinion paragraph about their plans.</p>	<p>Movies Daily/Weekly/Monthly Planners</p> <p>Surveys</p> <p>Interviews</p> <p>Short Oral Presentations</p> <p>Roleplays</p> <p>Shopping Lists</p> <p>Group Problem Solving</p> <p>Activities</p> <p>Songs</p> <p>Communicative Games</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

10th Grade

THEME 3: LEGENDARY FIGURE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing past activities and events 2. Talking about sequential actions 3. Describing characters and settings in an event in the past</p> <p>First, there was a sudden noise...</p> <p>When the film ended, I was crying.</p> <p>While he was riding in the forest, he felt something strange behind his shoulders. He immediately stopped his horse and looked around. He saw a ...</p> <p>I finished school two years ago. I ran into a friend while I was walking to school.</p> <p>Yesterday morning I got up. First, I brushed my teeth. Then I had breakfast. I drank my coffee. Finally, I left the house at 8:00 a.m.</p> <p>yesterday, yesterday evening, two hours ago, in 1998, last weekend, last summer, last Friday.</p>	<p>Listening E10.3.L1. Students will be able to put the events in the correct order by listening to a story.</p> <p>Pronunciation E10.3.P1. Students will be able to practice uttering “-ed” sounds in V2. <i>Eg. Wanted /wɒntɪd/ injured /ɪndʒərd/</i></p> <p>Speaking E10.3.S1. Students will be able to act out a story as a legendary figure. E10.3.S2. Students will be able to retell a story by describing characters and places. E10.3.S3. Students will be able to talk about a historical legendary figure in Turkish history.</p> <p>Reading E10.3.R1. Students will be able to scan a short story to fill in the timelines with events and dates. E10.3.R2. Students will be able to answer the questions about past events given in a reading text.</p> <p>Writing E10.3.W1. Students will be able to write the end of a given unfinished story.</p>	<p>Movies</p> <p>Short texts</p> <p>Scanning and Filling in Charts</p> <p>Roleplays</p> <p>Drama (Plays)</p> <p>Cue-cards</p> <p>Picture Strips</p> <p>Writing an Alternative Ending to a Story/Short Story/Collaborative Story</p> <p>Writing Movie</p> <p>Review Songs</p> <p>Communicative Games</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

THEME 4: TRADITIONS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing habits and routines in the past 2. Making oral presentations on a specific topic</p> <p>People used to watch the shadow plays.</p> <p>In Western Cultures, people wear shoes at home, but in Eastern cultures, they take off their shoes when entering a house.</p> <p>People used to dispell all the bad spirits with fire but now they use fireworks for celebrations.</p> <p>People did not use to have personal computers.</p> <p>We used to live in a small town when I was young, but now we live in a big city.</p> <p>I used to play with my dolls when I was a kid.</p> <p>She used to carry her blanket with her when she was a child.</p> <p>I didn't use to go to school on foot when I was at primary school.</p> <p>There didn't use to be any traffic jam in the main streets of this city 50 years ago.</p> <p>Ahi Evran used to recommend the members of Ahi Foundation to be honest while trading.</p> <p>The Ottoman Sultans used to build foundations for charity.</p>	<p>Listening E10.4.L1. Students will be able to locate specific information about traditions in charts by watching short documentaries.</p> <p>Pronunciation E10.4.P1. Students will be able to practice /t/ and /θ/ sounds. <i>Eg. three /θri:/ tree /tri:/</i></p> <p>Speaking E10.4.S1. Students will be able to deliver a short speech using visuals on traditions. E10.4.S2. Students will be able to talk about several things they used to do when they were children.</p> <p>Reading E10.4.R1. Students will be able to answer the questions about short texts on social, educational, and technological lives of people in the past around the world. E10.4.R2. Students will be able to identify the differences between the lifestyles and customs of people in the past and the ones in the 21st century in a written text.</p> <p>Writing E10.4.W1. Students will be able to write a short paragraph of comparing traditions around the world. E10.4.W2. Students will be able to write the things they used to do when they were children.</p>	<p>Documentaries</p> <p>Scanning and Matching Headings with Paragraphs</p> <p>Pictures of a City in Turkey... Years Ago and Now</p> <p>Short Reading Texts</p> <p>Completing Time Lines with Events and Dates</p> <p>Descriptive Paragraphs</p> <p>Oral Presentations</p> <p>Posters of Past and Present</p> <p>Collaborative Story Writing</p> <p>Songs</p> <p>Communicative Games</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

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

THEME 6: HELPFUL TIPS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Giving and receiving advice 2. Talking about rules and regulations 3. Talking about consequences</p> <p>You can remove a stain with baking soda.</p> <p>If you have a toothache, you should see a dentist.</p> <p>Excuse me, can you tell me where I can buy ...?</p> <p>In my opinion, you should visit the patients and your relatives.</p> <p>Can you buy some...?</p> <p>If you are good at solving problems, you could be an executive.</p> <p>You must study hard for the exam if you want to get a higher grade.</p> <p>You should visit the company website and learn more about the firm before making a final decision.</p> <p>Could you please give me a hand?</p> <p>If we don't use the energy sources wisely, the Earth will ...</p> <p>If you want a clean and healthy world, you should....</p>	<p>Listening E10.6.L1. Students will be able to analyze the situation and the phrases related to giving and receiving advice.</p> <p>Pronunciation E10.6.P1. Students will be able to practice intonation in advice structures. <i>Eg. You should see a doctor. (rising intonation)</i></p> <p>Speaking E10.6.S1. Students will be able to talk about the consequences of wasting energy sources. E10.6.S2. Students will be able to talk about household chores they are responsible for.</p> <p>Reading E10.6.R1. Students will be able to identify the advice, rules and regulations in a text. E10.6.R2. Students will be able to make use of contextual clues to infer the possible consequences about helpful tips.</p> <p>Writing E10.6.W1. Students will be able to write a paragraph about possible consequences when they don't obey the rules. E10.6.W2. Students will be able to write an advice letter about youth problems.</p>	<p>Movies Signs</p> <p>Realia</p> <p>Online or Offline Magazines</p> <p>Advice</p> <p>Jigsaw Readings</p> <p>Scanning and Matching Solutions with Problems</p> <p>Roleplays</p> <p>Reading and Acting out Dialogues</p> <p>Songs</p> <p>Communicative Games</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 7: FOOD AND FESTIVALS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about national and international festivals 2. Describing actions and processes</p> <p>I'm interested in... I wonder how...</p> <p>Chocolate Festival is held in Amsterdam every October. Antalya International Film Festival is organized in Turkey every October.</p> <p>Every street, building and house is decorated with red during the celebrations of Chinese New Year.</p> <p>Two religious festivals (Ramadan /Eid al Fitr and Sacrifice Feast/Eid-al-Adha) are celebrated in Turkey every year.</p> <p>Family members visit each other to improve relationships.</p> <p>First, the peppers are sliced into small pieces. Later on the eggs are broken into a bowl. The stove is turned on/ The oven is heated.... The pan is heated and ... the table is set.</p> <p>If you want to design your own digital story, first you should...</p>	<p>Listening E10.7.L1. Students will be able to order the steps of a process given in a TV Show.</p> <p>Pronunciation E10.7.P1. Students will be able to practice the pronunciation of problematic words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc).</p> <p>Speaking E10.7.S1. Students will be able to take part in a dialogue about introducing national and international festivals. E10.7.S2. Students will be able to describe the steps of a process related to national and international festivals.</p> <p>Reading E10.7.R1. Students will be able to evaluate a text to classify various cuisines around the world. E10.7.R2. Students will be able to diagrammatize a text about different festivals all around the world.</p> <p>Writing E10.7.W1. Students will be able to write a process paragraph/blog about their favourite festival.</p>	<p>Movies on Describing the Steps on How to Carry out a Simple Task</p> <p>Recipes</p> <p>Realia</p> <p>Short Reading Texts on Processes</p> <p>Putting Pictures/Sentences in Order</p> <p>Group Blogs</p> <p>Oral Presentations</p> <p>Roleplays</p> <p>Songs</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 8: DIGITAL ERA		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Stating personal opinions in everyday conversations 2. Stating preferences 3. Stating causes and effects 4. Giving an extended description and detailed information about people/places/events</p> <p>I prefer tablets over notebooks to read online because...</p> <p>I believe social media will be more important in the future, so everyone should have basic computer skills.</p> <p>My cousin Gary, who is only 14 years old, can design his own tablet applications.</p> <p>1991 is the year when WWW became available for everyone.</p> <p>I think, I believe because, so, therefore</p> <p>I prefer..., I'd rather...,</p> <p>She is my digital friend who has the coolest avatar.</p> <p>I watched a documentary which was about technology and the use of social media.</p>	<p>Listening E10.8.L1. Students will be able to identify detailed information from podcasts in English. E10.8.L2. Students will be able to determine personal opinions about technology in a video/recorded text.</p> <p>Pronunciation E10.8.P1. Students will be able to practice /w/ and /v/ sounds. <i>Eg. Wide /waid/ very /veri/</i></p> <p>Speaking E10.8.S1. Students will be able to make comments on innovations by stating causes and effects. E10.8.S2. Students will be able to talk about their preferences in technological devices.</p> <p>Reading E10.8.R1. Students will be able to scan a text about the evolution of technology for specific information. E10.8.R2. Students will be able to evaluate the effects of social media in a written text to draw conclusions.</p> <p>Writing E10.8.W1. Students will be able to write a cause and effect paragraph about the importance of netiquette. E10.8.W2. Students will be able to write an online-digital collaborative story.</p>	<p>Movies</p> <p>E-poster Generators</p> <p>Podcasts</p> <p>Online Animation Makers</p> <p>Online Survey Generators</p> <p>Movie Makers</p> <p>E-posters/E-picture Galleries</p> <p>Class Blogs</p> <p>Sample Blogs (online or offline)</p> <p>Sample Emails</p> <p>Roleplays</p> <p>Online Tele-Conversations and Recordings</p> <p>Debate</p> <p>Songs</p> <p>Communicative Games</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

THEME 9: MODERN HEROES AND HEROINES		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about imaginary situations 2. Expressing wishes 3. Guessing meaning from the context</p> <p>If I were a hero, my superpowers would be...</p> <p>If I were a 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.</p> <p>"My hero is... because..."</p> <p>Aziz Sancar is our national modern hero because...</p> <p>I think Canan Dağdeviren is a modern heroine because...</p> <p>Kenan Sofuoğlu is the most successful World Supersport rider of all time</p> <p>He wishes he had some free time. I wish you were here.</p>	<p>Listening E10.9.L1. Students will be able to recognize the phrases related to imaginary situations in a recorded text. E10.9.L2. Students will be able to make use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheroes/heroines.</p> <p>Pronunciation E10.9.P1. Students will be able to practice the contraction of "I would" <i>I'd /aɪd/</i></p> <p>Speaking E10.9.S1. Students will be able to talk about their personal hero (who he/she is and why he/she is their hero/heroine). E10.9.S2. Students will be able to talk about what they would do if they were a hero(ine).</p> <p>Reading E10.9.R1. Students will be able to guess the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines. E10.9.R2. Students will be able to interpret a text to identify the author's wishes.</p> <p>Writing E10.9.W1. Students will be able to write a paragraph imagining themselves as a hero/heroine.</p>	<p>Movies Brainstorming Charts Discussion of Pictures Cartoons Picture clues Reading short texts Roleplays Writing Short paragraphs Songs Communicative Games</p> <p>IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY</p>

10th Grade

THEME 10: SHOPPING		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Making comparisons 2. Talking about different kinds of clothing and shopping 3. Describing objects, and people</p> <p>The blue shirt is cheaper than the red one. The white shirt is the cheapest.</p> <p>Which one is more expensive? Which is the cheapest one?</p> <p>-Do you have a larger size? -I want a smaller size shirt, please.</p> <p>I think the blue headscarf is nicer. I think this dress is much more stylish than the blue one.</p> <p>The biggest shopping mall in the world is....</p> <p>There are several choices for product X. You can buy a smaller one for ... TL.</p> <p>It's available in corner shops or online shopping sites (at lower prices).</p> <p>You shouldn't spend more than you earn.</p> <p>Repairing your laptop is cheaper than buying a new one.</p>	<p>Listening E10.10.L1. Students will be able to categorize the descriptive vocabulary related to objects and people in a recorded text. E10.10.L2. Students will be able to fill in the blanks in a recorded dialogue in a clothes shop.</p> <p>Pronunciation E10.10.P1. Students will be able to practice intonation in comparative and superlative structures.</p> <p>Speaking E10.10.S1. Students will be able to compare clothes by using key words and phrases related to shopping. E10.10.S2. Students will be able to act out a dialogue in clothes shop.</p> <p>Reading E10.10.R1. Students will be able to answer comprehension questions of a text on clothing in different cultures.</p> <p>Writing E10.10.W1. Students will be able to prepare a blog about new trends on technology/architecture/fashion etc... E10.10.W2. Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences.</p>	<p>Movies</p> <p>Pictures of Animals, People, and Places to Compare and Contrast</p> <p>Realia</p> <p>Product Catalogues and Advertisements</p> <p>Roleplays</p> <p>Group Problem Solving Activities</p> <p>Songs</p> <p>Communicative Games</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

11th Grade

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

On birinci sınıf İngilizce dersi öğretim programı Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADOÇP) açıklanan B1+ ve B2 seviyelerine denk gelmektedir. 11. sınıfta yabancı dil eğitimi gören bir ortaöğrenim öğrencisi, bu eğitim yoluyla yabancı kültürler ve toplumlar hakkındaki anlayışını pekiştirir, 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. Öğrenci dil ve kültürü araştırarak konuşma, dinleme, okuma ve yazma becerilerini geliştirmenin yanı sıra kendini bağımsız ve akıcı bir dil kullanıcısı yapacak becerileri kazanır. İngilizce programının bu seviyedeki amaçlarından bazıları öğrencilerin hedef dili konuşan ülkelerin kültür değerlerini tanımalarına ve ayırt etmelerine olanak tanımak, kendi kültürlerinin ve diğer kültürlerin değerlerini fark ederek farklı olana saygı göstermelerini sağlamak ve diğer kültürleri öğrenme ile kendi kültürünü başka kültürlerdeki insanlara aktarmada akıcı iletişim becerilerine sahip olmalarına yardımcı olmaktır. Bunlara ek olarak 11. sınıf İngilizce programı öğrencilerin İngilizce kullanarak kendilerini ifade etme, başkalarıyla iş birliği yapma ve birlikte problem çözme becerilerini geliştirmeyi amaçlamaktadır. Bu genel amaçların çerçevesinde 11. sınıf programında İngilizce dinleme, konuşma, okuma, yazma becerilerini etkileşimli olarak geliştirmek ve sözcük bilgisini zenginleştirmek hedeflenmektedir.

B1 (Bağımsız Kullanıcı)

Okul, iş, ve boş zamanlar gibi bilindik konularda, standart dil net bir şekilde kullanıldığında konunun ana noktalarını anlayabilir. Hedef dilin konuşulduğu bir bölgeye yapılan yolculuk sırasında karşılaşılan durumların çoğunda sorunların üstesinden gelebilir. Yaşadığı olay ve deneyimleri, hayallerini, umutlarını ve hedeflerini anlatabilir, görüşlerini kısa olarak gerçekleştirebilir ve açıklama yapabilir. Açık ve standart bir dil söz konusu olduğunda ve iş, okul, eğlence, vs. bildik şeyler söz konusu olduğunda ana konuları anlayabilir. Bilindik ve ilgi alanına giren konular üzerine yalın ve tutarlı bir söylem üretebilir. Bir olayı, bir deneyimi ya da bir düşü anlatır, bir beklentiye 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 sohbetle hedef dili anadili olarak 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 1: FUTURE JOBS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Making plans and predictions 2. Making an appointment 3. Talking on the phone</p> <p>Some students are going to be teachers, some are going to be doctors and some are going to be fashion designers.</p> <p>What are you going to do in your future career?</p> <p>I'm going to study bio-genetic engineering.</p> <p>I guess I'll study mechatronics engineering.</p> <p>Is five o'clock tomorrow a good time for you?</p> <p>Can we meet at three o'clock?</p> <p>-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.</p> <p>I am free after nine a.m.</p> <p>"No wind favors he who has no destined port." Michel de Montaigne</p>	<p>Listening E11.1.L1. Students will be able to detect factual information about job related topics in a recorded text.</p> <p>Pronunciation E11.1.P1. Students will be able to practice contraction of "will" and "am/is/are, going to" in positive and negative sentences.</p> <p>Speaking E11.1.S1. Students will be able to talk about future plans and predictions. E11.1.S2. Students will be able to make an appointment on the phone.</p> <p>Reading E11.1.R1. Students will be able to analyze different job ads from newspapers/websites to match them with CVs. E11.1.R2. Students will be able to find the main idea of a text on successful entrepreneurs of the 21st century.</p> <p>Writing E11.1.W1. Students will be able to write CVs/Letters of intent for different job applications.</p>	<p>Videos of Job Interviews</p> <p>Job Ads</p> <p>Job Application Forms</p> <p>CV Samples</p> <p>Time-tables</p> <p>Interviews</p> <p>Communicative Games</p> <p>Information Gap Activities</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

11th Grade

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

THEME 3: HARD TIMES		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1.Describing events happening at the same time in the past</p> <p>2.Explaining people's habits in the past</p> <p>As there was no electricity, people used to use candles at home.</p> <p>A couple of decades ago, people used to wash their clothes in river.</p> <p>My brother was riding his bike when he broke his leg.</p> <p>As/While I was driving in India a few years ago, I found myself in the tiger area.</p> <p>When my grandparents were young, there were no mobile phones.</p>	<p>Listening E11.3.L1. Students will be able to recognize vocabulary indicating the sequence of events in a recorded text/video. E11.3.L2. Students will be able to identify the events happening at the same time in the past in a recorded text/video.</p> <p>Pronunciation E11.3.P1. Students will be able to differentiate between rising and falling intonation. <i>Eg. It rained every day in the first week. (falling and rising intonation)</i></p> <p>Speaking E11.3.S1. Students will be able to talk about past habits. E11.3.S2. Students will be able to talk about a personal experience in the past.</p> <p>Reading E11.3.R1. Students will be able to answer the questions about a text on people's habits and experiences in the past. E11.3.R2. Students will be able to analyze a short story (plot, setting, climax, characters etc.) to summarize it. E11.3.R3. Students will be able to identify thesis statement, topic sentences, supporting points and examples in a given sample essay about a challenge.</p> <p>Writing E11.3.W1. Students will be able to complete the missing parts of a short story with their own words.</p>	<p>Posters</p> <p>Age-appropriate literature such as myths, stories, rhymes</p> <p>English Monolingual Dictionaries</p> <p>Roleplay</p> <p>Conversations</p> <p>Surveys</p> <p>Survey Reports</p> <p>Interviews</p> <p>Communicative Games</p> <p>Information Gap Activities</p> <p>Songs</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

THEME 4: WHAT A LIFE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing places, people, and events in the past 2. Ordering events 3. Talking about personal experiences in the past</p> <p>Before he gained his fame in art, Mimar Sinan had built many masterpieces all around the empire.</p> <p>After I had graduated from high school, I entered the university.</p> <p>When I went home, she was cooking dinner.</p> <p>He got married at the age of fifty and had five children.</p> <p>Before the Independence War started, Turkish people had had a hard life.</p> <p>Alija Izetbegovic became the first president of the Bosnia-Herzegovina.</p>	<p>Listening E11.4.L1. Students will be able to identify expressions related to ordering past events in a recorded text. E11.4.L2. Students will be able to put the past events in order in a recorded text/video.</p> <p>Pronunciation E11.4.P1. Students will be able to practice pronunciation of <i>ed</i> sounds- following voiced and unvoiced consonant sounds and following /t/-/d/ sounds. <i>Eg. Wanted /wɒntɪd/ injured /ɪndʒərd/</i></p> <p>Speaking E11.4.S1. Students will be able to share their personal experiences in the past. E11.4.S2. Students will be able to describe places, people and events in the past.</p> <p>Reading E11.4.R1. Students will be able to order the events in the biography of a famous person/ inventor/ scientist/ celebrity.</p> <p>Writing E11.4.W1. Students will be able to write an essay about a well-known figure from Turkish history.</p>	<p>Time Lines</p> <p>Graphic Organizers</p> <p>Biographies</p> <p>Literature, such as Short Stories and Poetry</p> <p>Completing a Story</p> <p>Roleplay</p> <p>Communicative Games</p> <p>Information Gap Activities</p> <p>Songs</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 5: BACK TO THE PAST		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Expressing wishes and regrets for past events 2. Talking about unreal past events</p> <p>If I had been more hardworking during my high school years, I could have studied at a better university.</p> <p>If he hadn't been addicted to alcohol, he wouldn't have lost his family.</p> <p>I wish I hadn't had an accident.</p> <p>I wish you had seen Dr. Green.</p> <p>I wish you hadn't moved to another city.</p> <p>I wish I had helped my friend study for his exams.</p>	<p>Listening E11.5.L1. Students will be able to identify expressions related to unreal past events in a recorded text. E11.5.L2. Students will be able to determine relevant or/and irrelevant information in a recorded text/video about wishes and regrets.</p> <p>Pronunciation E11.5.P1. Students will be able to practice contraction of had/would. <i>E.g. I'd: I had/ I would</i></p> <p>Speaking E11.5.S1. Students will be able to talk about their regrets and wishes about past events. E11.5.S2. Students will be able to ask and answer questions about unreal past events.</p> <p>Reading E11.5.R1. Students will be able to analyze a text to distinguish the expressions used to express wishes, regrets and unreal past.</p> <p>Writing E11.5.W1. Students will be able to write their opinions and regrets according to #Iwish.</p>	<p>Letters</p> <p>E-mails</p> <p>Online Chat</p> <p>Roleplays</p> <p>Historical and Cultural Figures</p> <p>Communicative Games</p> <p>Information Gap Activities Songs</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

11th Grade

THEME 6: OPEN YOUR HEART		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Expressing degrees of certainty in the past 2. Expressing the criticism for the events in the past</p> <p>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. I could have been hurt more badly, thank God I wasn't. You should have been more patient in the traffic jam yesterday.</p>	<p>Listening E11.6.L1. Students will be able to find out the speakers' moods and purposes (deduction or criticism) by using the contextual clues in a recorded text or video.</p> <p>Pronunciation E11.6.P1. Students will be able to practice the pronunciation of "contraction in past modals". <i>Eg. could have – could've</i></p> <p>Speaking E11.6.S1. Students will be able to criticize an action in the past. E11.6.S2. Students will be able to express their inferences from the results of events in the past.</p> <p>Reading E11.6.R1. Students will be able to draw conclusions for the past events in a text.</p> <p>Writing E11.6.W1. Students will be able to write a letter to criticize an event/organization.</p>	<p>Movies Short Stories Matching Criticism with Suggestions Personal Diary Entry Reflective Paragraphs Advice Columns Call Center Dialogues Roleplays Dialogues Self-evaluation Checklists</p> <p>IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY</p>

THEME 7: FACTS ABOUT TURKEY		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about landmarks and monuments 2. Describing cities and historic sites 3. Asking for and giving more detailed information</p> <p>What are the must see attractions in Istanbul/around here?</p> <p>Anıtkabir is located in Ankara.</p> <p>Several castles in Anatolia were built by the Romans.</p> <p>Pamukkale hot springs and travertines are one of the most popular destinations for tourists in Turkey.</p> <p>Ephesus was founded in the 10th century BC.</p> <p>Süleymaniye Mosque was designed by Sinan, The Great Architect.</p> <p>Gelibolu (Gallipoli) is worth seeing.</p> <p>Ramadan in Turkey is a social ritual to revive the communal relationship apart from a spiritual practice.</p>	<p>Listening E11.7.L1. Students will be able to recognize information about the description of a monument or a historic site in a recorded text.</p> <p>Pronunciation E11.7.P1. Students will be able to practice the pronunciation of /wəz/ and /wɒz/</p> <p>Speaking E11.7.S1. Students will be able to give a presentation on a monument or historical site. E11.7.S2. Students will be able to interview with a friend to get detailed information about places he/she has visited.</p> <p>Reading E11.7.R1. Students will be able to find out specific information in a text describing historical sites in Turkey.</p> <p>Writing E11.7.W1. Students will be able to write a blog post recommending places to visit in Turkey.</p>	<p>Short Documentaries</p> <p>Historical Figures and Monuments</p> <p>Pictures</p> <p>Posters</p> <p>Travel Guides</p> <p>Roleplays</p> <p>Information Gap Activities</p> <p>Songs</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 8: SPORTS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Reporting news 2. Making interview 3. Talking about sports</p> <p>Yasemin Dalkılıç says that all the women can achieve their goals.</p> <p>Atatürk says that he likes sportsmen who are smart, agile and also well-behaved.</p> <p>Many psychologists say that doing sports helps teens develop and maintain friendships.</p> <p>The Paralympic Games is a major international multi-sport event of athletes with a range of physical disabilities.</p> <p>Cliff diving is defined as the acrobatic perfection of diving into water from a cliff.</p> <p>Wingsuit fliers wear parachute equipment specially designed for sky diving.</p> <p>FILA has announced that Hamza Yerlikaya is the wrestler of the century.</p>	<p>Listening E11.8.L1. Students will be able to identify the lexis and jargon about extreme sports in a recorded text.</p> <p>Pronunciation E11.8.P1. Students will be able to practice rising and falling intonation in questions. <i>Eg. Would you like another coffee? (rising and falling intonation)</i></p> <p>Speaking E11.8.S1. Students will be able to exchange opinions about outdoor/extreme sports. E11.8.S2. Students will be able to ask questions to make an interview with a sportsperson.</p> <p>Reading E11.8.R1. Students will be able to analyze a text involving different kinds of extreme sports to reorder the scrambled paragraphs.</p> <p>Writing E11.8.W1. Students will be able to write a report on the interview they have made.</p>	<p>News websites</p> <p>Blogs</p> <p>Reflective Paragraphs</p> <p>Matching Sentences with Pictures</p> <p>Conversations</p> <p>Interviews</p> <p>Roleplays</p> <p>Simulations</p> <p>Peer Evaluation Checklists</p> <p>Information Gap Activities</p> <p>Communicative Games</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

THEME 9: MY FRIENDS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing events, places and people 2. Asking for and giving clarification</p> <p>The man you saw...</p> <p>The place where we went on picnic....</p> <p>Mr. Richardson, (who is) our teacher of physics, is a</p> <p>Find the student who is the most easygoing.</p> <p>True companions are those who keep promises, show respect...</p>	<p>Listening E11.9.L1. Students will be able to organize specific information in a narrative about a person or an event.</p> <p>Pronunciation E11.9.P1. Students will be able to practice the pronunciation of assimilation- elision. Eg. <i>Good boy- gubboi</i> <i>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 /juənmi/ friendship /frenʃɪp/.</i></p> <p>Speaking E11.9.S1. Students will be able to ask and answer questions to clarify a well-known / common person or a place.</p> <p>Reading E11.9.R1. Students will be able to scan online and printed newspaper articles about well-known people to find out personal details.</p> <p>Writing E11.9.W1. Students will be able to write a text about their teachers and friends for a school magazine. E11.9.W2. Students will be able to write a booklet to describe their hometown.</p>	<p>News</p> <p>Websites</p> <p>Online Newspapers</p> <p>Print Media</p> <p>Roleplays</p> <p>Debates</p> <p>Surveys</p> <p>Graphs/Charts</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

11th Grade

THEME 10: VALUES AND NORMS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Expressing opinions 2. Exchanging ideas 3. Making comments</p> <p>Turkish people are not only hospitable but also...</p> <p>Nasreddin Hodja is not only a great humorist but also a great philosopher and a man of wisdom.</p> <p>I think that all societies... What do you think about the values of the modern World? I believe...</p> <p>Good company supports both good morals and humanity.</p> <p>Neither men nor women deserve inequality.</p> <p>“We love all the created for the sake of the Creator.” Yunus Emre</p> <p>“Either seem as you are, or be as you seem.” Mevlana Celaleddin-i Rumi</p> <p>Peace begins within each one of us.</p> <p>How do people feel when they are exposed to discrimination, humiliation, violation...?</p>	<p>Listening E11.10.L1. Students will be able to identify the topic and the main idea of a recorded text/video.</p> <p>Pronunciation E11.10.P1. Students will be able to practice the sounds of /i:/ and /a/. e.g. <i>neither</i> /'naɪðər/, <i>either</i> /'aɪðər/</p> <p>Speaking E11.10.S1. Students will be able to exchange ideas about values and practices. E11.10.S2. Students will be able to make comments about moral values and norms in different cultures.</p> <p>Reading E11.10.R1. Students will be able to distinguish the main idea from supporting details in a text about the effects of values on societies.</p> <p>Writing E11.10.W1. Students will be able to write an essay about the importance and effects of values and norms in society. E11.10.W2. Students will be able to write slogans about spiritual, moral and social values.</p>	<p>Movies</p> <p>Interviews</p> <p>Roleplays</p> <p>Family Albums</p> <p>Pictures of the past and present</p> <p>Surveys</p> <p>Debates</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

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

On ikinci sınıf İngilizce dersi öğretim programı, Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADOÇP) 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 Dilleri Öğretimi Ortak Çerçeve Programının (ADOÇP) 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 özümsemesi 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 dâhil, somut ve soyut konulardaki karmaşık metinlerin özünü ve içeriğini anlayabilir. Hedef dili ana dili olarak konuşan bir kişiyle 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 karşısındaki konuşmacının açıklama ve çıkarımlarına dönüt vererek tartışmanın gelişmesine katkıda bulunur. Diğer konuşmacıların açıklama ve çıkarımlarına ustalıkla katkı sağlar. Düşünceler arasındaki uyum ve ilişkiyi sağlamak için gerekli olan bağlaçları etkili bir şekilde kullanır. Önemli noktaların üzerinde durarak ve ilgili detayları vererek iddiasını geliştirir.

12th Grade

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

THEME 2: FRIENDSHIP		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing personal features 2. Making conclusions 3. Stating reasons</p> <p>What does she look like? What kind of a person is...?</p> <p>He can't be in his 60s. He looks much younger.</p> <p>...who behaves like a child... ...as handsome as...</p> <p>Kyle and Randy are similar because they are both... Claire and Vivian are similar in that</p> <p>The twins differ in their attitude towards animals. One similarity between Travor and John is...</p> <p>What do you have in common with...? She writes to him every day. She must be...</p> <p>A good friend is generous, supportive, helpful and patient.</p>	<p>Listening E12.2.L1. Students will be able to extract specific information from a conversation between friends. E12.2.L2. Students will be able to make inferences about the qualities of a good friend through a recorded text.</p> <p>Pronunciation E12.2.P1. Students will be able to practice syllable/word stress. Eg. <i>Engineer</i> /,endʒɪ'nɪə(r)/</p> <p>Speaking E12.2.S1. Students will be able to ask and answer questions about personal features. E12.2.S2. Students will be able to state reasons while giving clear detailed descriptions about physical appearances. E12.2.S3. Students will be able to interpret information from graphic features (graphs, charts, tables, etc.)</p> <p>Reading E12.2.R1. Students will be able to find irrelevant content about the descriptions of the people in a text. E12.2.R2. Students will be able to identify the main conclusions in argumentative texts.</p> <p>Writing E12.2.W1. Students will be able to write an opinion essay about qualities of a good friend by stating reasons.</p>	<p>Conversations Information Gap Graphics /Charts/Tables Games Poems Songs /Chants Posters Argumentative/ Descriptive Texts Project (e.g. Survey)</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY</p>

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

THEME 4: COMING SOON		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Making predictions 2. Expressing degrees of certainty and uncertainty 3. Receiving instructions about cyber games</p> <p>I imagine driverless cars will be common in the near future.</p> <p>I guess there won't be cars running with petrol in the future. Next century is going to be very hi- tech, I believe.</p> <p>He is going to buy a high-mileage gas car in order to reduce carbon footprints.</p> <p>What do you think will happen in the year 2030?</p> <p>There won't be ... any more in the future.</p> <p>I think air pollution is going to decrease due to the usage of bio-energy until 2030.</p> <p>Please verify your e-mail... Choose your avatar.</p> <p>If people use natural sources excessively, the world will not let human survival.</p> <p>Did you mean this petrol-free car will reduce costs?</p> <p>Many children cannot differentiate between reality and computer games.</p> <p>Cyber and cyborg figures will be around us in near future.</p>	<p>Listening E12.4.L1. Students will be able to take notes during an informal debate/poster presentation/seminar in a video. E12.4.L2. Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world.</p> <p>Pronunciation E12.4.P1. Students will be able to pronounce reduced forms (e.g. 'll, won't).</p> <p>Speaking E12.4.S1. Students will be able to talk about predictions and plans. E12.4.S2. Students will be able to participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas.</p> <p>Reading E12.4.R1. Students will be able to read (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon. E12.4.R2. Students will be able to reorder the scrambled steps of a cyber game in a text.</p> <p>Writing E12.4.W1. Students will be able to write detailed descriptions of an imaginary future. E12.4.W2. Students will be able to compose a cyber game scenerio.</p>	<p>Games</p> <p>Flashcards</p> <p>Posters</p> <p>Note-taking</p> <p>Having an informal debate</p> <p>Project (e.g. Future Cities)</p> <p>Drawing (e.g. Future Cars)</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 5: PSYCHOLOGY		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing mood 2. Making suggestions to change negative mood 3. Following and giving instructions</p> <p>-I feel exhausted and I can't concentrate. -Let's take a break. -I suggest that you take a nap. -I suggest going for a walk.</p> <p>I'd rather have tickets for the opera. If I had a choice, I would go for...</p> <p>Why don't you join a music club?</p> <p>What do you do to clear your mind after school?</p> <p>Close your eyes! Breathe deeply!</p>	<p>Listening E12.5.L1. Students will be able to list the suggestions to change mood given by a psychologist/friend in recorded text. E12.5.L2. Students will be able to identify the speaker's mood, tone, etc in a recorded text.</p> <p>Pronunciation E12.5.P1. Students will be able to practice sentence intonation and stress. <i>Eg. Let's take a break. (rising and falling intonation)</i></p> <p>Speaking E12.5.S1. Students will be able to make a Roleplay between a psychologist/school counsellor and a client. E12.5.S2. Students will be able to make comment on moods by looking at flashcards. E12.5.S3. Students will be able to use different voice levels, phrasing and intonation to give and follow instructions in different moods.</p> <p>Reading E12.5.R1. Students will be able to read a poem loudly by reflecting its tone. E12.5.R2. Students will be able to identify specific information in a real-life text.</p> <p>Writing E12.5.W1. Students will be able to describe their current mood / mood reflected in a song/ painting/photograph through creative writing.</p>	<p>Conversations</p> <p>Real-life texts (Colors and moods)</p> <p>Songs/Poems</p> <p>Pictures/Flashcards Editing</p> <p>Oral retelling</p> <p>Drama/Miming/ Roleplay</p> <p>Project (e.g. At the psychologist/Relaxation techniques/Meditation)</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 6: FAVORS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Making requests 2. Accepting and declining requests 3. Asking for and responding to favors</p> <p>Can/Could I borrow your...? Is it OK if I use your mobile phone?</p> <p>I would be glad to.... I need a/an/some... I'm really sorry,...</p> <p>Would you mind...? Do you mind if I turn on the conditioner?</p> <p>Did you mean you need my laptop the whole day? I was wondering if you'd mind lending me your bike.</p> <p>Sure! Of course! Help yourself! No. I'm sorry. I don't have one.</p>	<p>Listening E12.6.L1. Students will be able to identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text. E12.6.L2. Students will be able to complete a conversation about favors in a recorded text/video.</p> <p>Pronunciation E12.6.P1. Students will be able to practice “ yod coalescence” "Would you / /wʊdʒu/ and could you /kʊdʒu/ ”.</p> <p>Speaking E12.6.S1. Students will be able to distinguish between formal and informal language while accepting and declining requests. E12.6.S2. Students will be able to act out a self-prepared dialogue about requests/favours.</p> <p>Reading E12.6.R1. Students will be able to scan a text for the specific information about a charity organization/foundation.</p> <p>Writing E12.6.W1. Students will be able to write an announcement to invite people for a charity organization. E12.6.W2. Students will be able to write an application letter to an organization for scholarship.</p>	<p>Conversations</p> <p>Flashcards/ Wordcards</p> <p>Roleplay</p> <p>Songs</p> <p>Communicative Tasks</p> <p>Games</p> <p>Competition</p> <p>Project work (Bringing authentic materials such as video scripts into the classroom and focusing on register types)</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 7: NEWS STORIES		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Narrating a past event / experience 2. Talking about sequential actions</p> <p>Two people were struck and injured on Monday as they tried to cross the street. When he died, he had already published 20 novels.</p> <p>Fortunately, he survived the accident without a scratch.</p> <p>After, before, first....</p> <p>Meanwhile.... Following this event, ...</p> <p>Unfortunately, I missed the last episode of ...</p> <p>That reminds me of my childhood.</p>	<p>Listening E12.7.L1. Students will be able to list the sequences of the past events in a recorded text/video. E12.7.L2. Students will be able to complete a recorded text using cohesive devices.</p> <p>Pronunciation E12.7.P1. Students will be able to practice sentence stress appropriately. <i>Eg. I missed the last episode. (rising and falling intonation)</i></p> <p>Speaking E12.7.S1. Students will be able to narrate the events in the past. E12.7.S2. Students will be able to make a presentation about unusual/odd news stories.</p> <p>Reading E12.7.R1. Students will be able to list vocabulary for narrating and describing events in a text. E12.7.R2. Students will be able to reorder the past events in a news story.</p> <p>Writing E12.7.W1. Students will be able to paraphrase news/ stories/ past events. E12.7.W2. Students will be able to write a news story/a past experience/an imaginary story.</p>	<p>Conversations</p> <p>Songs</p> <p>Summarizing</p> <p>Preparing a poster or finding headlines for news stories</p> <p>Oral presentation (a news story or a self-made video)</p> <p>Guessing</p> <p>Communicative tasks (e.g. producing a story)</p> <p>Project (e.g. comic strips)</p> <p>Jigsaw puzzle</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 8: ALTERNATIVE ENERGY		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing problems 2. Making complaints 3. Offering solutions</p> <p>Sorry to bother you, but I think there's a problem that requires an urgent solution.</p> <p>We'd like you to...</p> <p>I think we should...</p> <p>In order to solve this problem we must first/ initially...</p> <p>Another way of looking at this problem is...</p> <p>The solution to this problem is...</p> <p>Don't get me wrong, but I think we should...</p> <p>...was a result of...</p> <p>Maybe you forgot to...</p> <p>I think you might have forgotten to...</p>	<p>Listening E12.8.L1. Students will be able to note down the solutions to the problems of excessive energy consumption around the world in a recorded text.</p> <p>Pronunciation E12.8.P1. Students will be able to use intonation in a sentence appropriately. <i>Eg. I think we're completely lost. (falling intonation)</i></p> <p>Speaking E12.8.S1. Students will be able to make complaints and offer solutions to environmental /energy problems. E12.8.S2. Students will be able to participate in an informal debate about alternative energy in the future.</p> <p>Reading E12.8.R1. Students will be able to summarize a reading passage about alternative energy. E12.8.R2. Students will be able to analyze a reading passage to find out solutions to environmental problems.</p> <p>Writing E12.8.W1. Students will be able to write an email/a letter of complaint to a local authority about an environmental problem to suggest solutions. E12.8.W2. Students will be able to write their opinions about the usage of alternative energy.</p>	<p>Conversations</p> <p>Roleplay/Simulation</p> <p>Summarizing</p> <p>Video project</p> <p>Interviews</p> <p>Outdoor activities</p> <p>Posters (e.g. wildlife protection, public health)</p> <p>E-mails</p> <p>Environmental Project (e.g. Describing animal habitats)</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 9: TECHNOLOGY		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about things needed to be done 2. Asking and answering questions in interviews</p> <p>What do you think about the future of smart phones?</p> <p>I'll have the computer formatted. She wants her smart phone fixed.</p> <p>The teacher does not let the students use their phones in class.</p> <p>Sorry, I can't talk any longer on this issue.</p> <p>I had Mindy download a movie for me. We'll get the PPP done as soon as possible.</p> <p>The teacher made the class do online research on the topic.</p> <p>Could you please get the warranty approved?</p>	<p>Listening E12.9.L1. Students will be able to list the things needed to be done in a recorded text/video. E12.9.L2. Students will be able to find the main idea of a video about technological developments.</p> <p>Pronunciation E12.9.P1. Students will be able to practice word stress correctly. <i>Eg. Technology /tek' nɒlədʒi/</i></p> <p>Speaking E12.9.S1. Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices. E12.9.S2. Students will be able to make an interview with a friend about the influence of technology on social life.</p> <p>Reading E12.9.R1. Students will be able to identify the written lexis and jargon about a web-page on technology. E12.9.R2. Students will be able to categorize information in everyday material, such as websites, brochures and magazines.</p> <p>Writing E12.9.W1. Students will be able to write a note asking someone to have something done. E12.9.W2. Students will be able to write a for and against essay discussing technology. E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words.</p>	<p>To do lists Notes and messages Songs Advertisements Illustrations Survey/Tables Techno-Project Roleplay/Simulation Informal Debate Presentation Proverbs Idioms Argumentative/ Descriptive Text Competition (e.g. picture of a hi-tech product)</p> <p>IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY</p>

THEME 10: MANNERS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about wishes and regrets 2. Apologizing 3. Giving explanations</p> <p>Please accept my apology/apologies for yesterday.</p> <p>I shouldn't have said that... I'm terribly sorry to/about/for...</p> <p>It was not my intention to ...</p> <p>If only John knew about it.</p> <p>I wish that someone had told John about it.</p> <p>If only I had woken up early.</p> <p>I wish you wouldn't play with your mobile phone.</p> <p>What I'd like more than anything else is</p> <p>Something I have always wanted is</p> <p>I didn't mean to hurt you</p>	<p>Listening E12.10.L1. Students will be able to identify the phrases about wishes, regrets and apologies in a recorded text. E12.10.L2. Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life.</p> <p>Pronunciation E12.10.P1. Students will be able to practice sentence stress correctly. <i>Eg. I'll make a pot of tea if you would like some.</i></p> <p>Speaking E12.10.S1. Students will be able to express regrets, wishes and apologies. E12.10.S2. Students will be able to discuss manners in different cultures.</p> <p>Reading E12.10.R1. Students will be able to identify the main conclusions in argumentative texts. E12.10.R2. Students will be able to organize description of events, feelings and wishes in diaries and personal letters.</p> <p>Writing E12.10.W1. Students will be able to write a letter, note or report on wishes, regrets and apology. E12.10.W2. Students will be able to write personal letters describing experiences, feelings and events in detail in relation to the topic.</p>	<p>Conversations</p> <p>Poems</p> <p>Roleplay</p> <p>Games/acting/ Imitation Songs</p> <p>Project (e.g. Shooting a video about wishes, regrets, and apologies)</p> <p>Survey report</p> <p>Pictures/Flashcards</p> <p>Proverbs</p> <p>Idioms</p> <p>Argumentative/Descriptive texts</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

APPENDIX 1

ÖĞRETİM PROGRAMININ YAPISI VE UYGULANMASINA DAİR AÇIKLAMALAR

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

Giriş

Ön söz

Ortaöğretim İngilizce 9-12. sınıflar Öğretim Programı, Avrupa Dilleri Öğretimi Ortak Çerçeve Programının (ADOÇP) tanımlayıcı ve pedagojik ilkelerine göre tasarlanmıştır. Bu yüzden İngilizce yeterlilik seviyeleri A1, A2 (temel kullanıcı) ile B1, B2 (Bağımsız Kullanıcı) olarak programa yansıtılmıştır. Ortaöğretim İngilizce Dersi 9-12. sınıflar Öğretim Programının temel amacı, öğrencileri İngilizceyi etkili, akıcı ve yanlışsız kullanabilmeleri için teşvik/motive edici ve eğlenceli bir öğrenme ortamı ile buluşturmadır. Programın amacına ulaşması ve başarılı bir şekilde uygulanması için, eğitimde en çok pay sahibi olan kişilerin yani öğrencilerin/kullanıcıların, öğretmenlerin, idarecilerin ve materyal tasarlayanların iş birliği yapmaları büyük önem arz

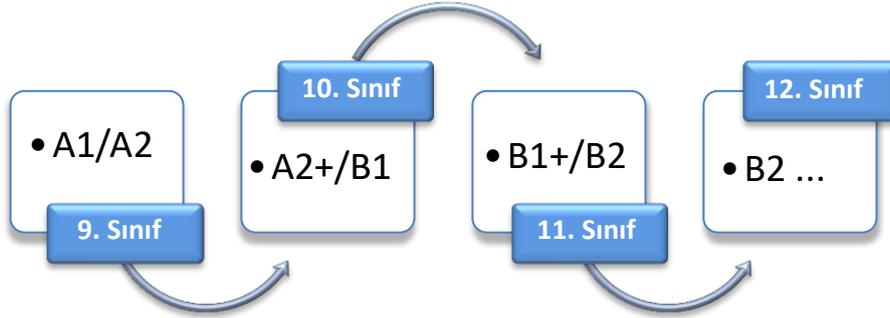


Ortaöğretim İngilizce Dersi (9-12. Sınıflar) Öğretim Program Modeli

Seviyeler (CEFR*) Haftalık Ders Saati	Öğrenci Yaşı	Beceri/Dil Bilgisi/Kelime Bilgisi/Telaffuz Hedefi	Temel Aktiviteler (Tüm seviyelerde kullanılabilir.)
9 (A1/A2) 4	14-14.5	Dört temel beceri birbiri ile bütünlük 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 bütünlük olarak, Dinleme ve Konuşma, Sınırlı Seviyede Dil Bilgisi 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 bütünlük olarak, Dinleme ve Konuşma, Ders başına en fazla yedi yeni sözcük bilgisi, Sınırlı Seviyede Telaffuz pratiği.	Anketler/Kısa ve Sözlü Sunular Drama/Kısa Okuma Parçaları ve Paragraf Yazma
12 (B2+) 4	17-17.5	Dört temel beceri birbiri ile bütünlük olarak, Dinleme ve Konuşma, Ders başına en fazla yedi yeni sözcük bilgisi, Sınırlı Seviyede Telaffuz pratiği.	Karşılıklı Konuşmalar/Sözlü Sunular/Projeler Görev-bazlı Aktiviteler Tartışmacı/Betimleyici Metin Yazma

*CEFR = Avrupa Dilleri Öğretimi Ortak Çerçeve Programı

Yeni 9-12. sınıflar ders programı 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 yeterlilik 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, 2-8. sınıf İngilizce dersi programının A1 seviyesi ile karşılaştırıldığında bazı sözcük bilgisi ve yapılar bakımından daha ileri düzeyde olduğunun altını çizmek gerekir; böylelikle öğrenciler aşına oldukları işlevleri yeniden gözden geçirirken yeni kazanımlar elde edebilirler.

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

Öğrenciler....

- sınıfta devamlı olarak İngilizce konuşurlar.
- iletişimsel aktiviteler sırasında birbirleriyle sürekli etkileşimde bulunarak derse aktif olarak katılırlar.
- dili etkili bir şekilde kullanabilmek için gerçek hayatta kullanılan İngilizceyi farklı bağlamlarda sürekli olarak kullanırlar.
- ana dil edinimine paralel olarak dört dil becerisini bütünleşmiş olarak öğrenirler.
- öğretmenlerinin yönlendirmesiyle, dil materyal ve aktivitelerini kendileri geliştirebilen yaratıcı bireylerdir.
- sınıf-ıçi 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 sağlarlar.
- öğrencilerin konuşma aktiviteleri sırasındaki hata ve dil sürçmelerine tolerans gösterip doğru formu kendileri kullanırlar ya da aktivite sonrasında öğrenci isimi vermeden üzerinde durmak için hataları not alırlar.
- öğrencilerin istek ve motivasyonunu artırmak için 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 ve rehberlik ederler.

Materyaller/ Görevler...

- düzenleme ve içerik olarak mümkün olduğunca gerçeğe yakındır.
- öğrencilerin farklı duyularına hitap ederek farklı kanallardan dil öğrenimine imkan sağlar.
- öğrencilerin gerçek hayattaki dil ihtiyaçlarına ve ilgilerine yöneliktir (örneğin, hayatta kalma İngilizcesi, akademik İngilizce vb.).
- kalıcı öğrenmeyi sağlamak için farklı üniteler ve düzeylerde sürekli olarak tekrarlanır.
- gerçek hayat dil kullanımını sağlamak için multimedya ve teknoloji ile desteklenir.
- ADOÇP'nin ilkeleri doğrultusunda dilin dört temel becerisini değerlendirmeye yönelik rubrikler, değerlendirme formları gibi yönlendirici materyaller içerir.
- dilin karmaşık, dinamik ve bütünsel yapısını yansıtabilmek için dört dil becerisinin bütünleşmiş olarak sunulmasını destekler.
- dört dil becerisinin sunum ve uygulamasında ön etkinlikleri, süreç etkinliklerini ve son etkinlikleri içerecek şekilde tasarlanır.
- öğrencilerin günlük yaşamlarında karşılaşmaları muhtemel karakterleri ve yerleri daha çok içerecek şekilde tasarlanır.
- Ders kitapları Ek 2'deki tabloda verilen forma sayısı ve ebat standartlara uygun olarak hazırlanmalıdır.

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 dili anlama, üretme ve dilin analitik becerilerinin geliştirilmesini hedefler.
- farklı değerlendirme görevleri için farklı dönüt sağlayıcılara imkan tanır (öz değerlendirme, akran, öğretmen, bilgisayar ve anne/baba değerlendirmeleri).

APPENDIX 2

İNGİLİZCE DERSİ 9-12. SINIFLAR KİTAP FORMA SAYILARI

DERSİN ADI	DERS KİTABI		ÖĞRENCİ ÇALIŞMA KİTABI		ÖĞRETMEN KILAVUZ KİTABI	
	En Yüksek Forma Sayısı	Ebadı	En Yüksek Forma Sayısı	Ebadı	En Yüksek Forma Sayısı	Ebadı
İngilizce 9. SINIF	9	19,5x27,5	5	19,5x27,5	24	19,5x27,5
İngilizce 10. SINIF	10	19,5x27,5	6	19,5x27,5	22	19,5x27,5
İngilizce 11. SINIF	11	19,5x27,5	5	19,5x27,5	24	19,5x27,5
İngilizce 12. SINIF	9	19,5x27,5	5	19,5x27,5	18	19,5x27,5

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