T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Talim ve Terbiye Kurulu Başkanlığı

Sayı	43	**Konu:** İngilizce Kurs Programı
Tarih	13/10/2021	
Kurulda Gör. Tarihi	30/09/2021	
Önceki Kararın Tarih ve Sayısı	16/01/2013-5	

Özel Öğretim Kurumları Genel Müdürlüğünün 22/09/2021 tarihli ve E-10058203-101.04-32721068 sayılı yazısı üzerine Kurulumuzda görüşülen İngilizce Kurs Programı'nın ekli örneğine göre kabulü,

Kurulumuzun 16/01/2013 tarihli ve 5 sayılı kararıyla kabul edilen İngilizce Dil Öğretim Kursu Programı'nın uygulamadan kaldırılması hususunu uygun görüşle arz ederiz.

Prof. Dr. Mehmet KARATAŞ   **Prof. Dr. Bülent DİLMAÇ**   **Prof. Dr. Mustafa GÜNDÜZ**
Üye   Üye   Üye

Doç. Dr. Cem GENÇOĞLU   **Dr. Mehmet GÜNDÜZ**   **Dr. Hüseyin YORULMAZ**
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Üye

                                                              Prof. Dr. Cihad DEMİRLİ
                                                              Kurul Başkanı

UYGUNDUR
…/…/2021

Mahmut ÖZER
Millî Eğitim Bakanı

PROGRAMIN ALAN ADI	:	
PROGRAMIN SEVİYESİ	:	
PROGRAMIN KREDİSİ	:	
PROGRAMIN ADI	:	İngilizce Kurs Programı
PROGRAMIN DAYANAĞI	:	Bu kurs programının hazırlanmasında 5580 sayılı Özel Öğretim Kurumları Kanunu, 2923 sayılı Yabancı Dil Eğitimi ve Öğretimi ile Türk Vatandaşlarının Farklı Dil ve Lehçelerinin Öğrenilmesi Hakkında Kanun, Özel Öğretim Kurumları Yönetmeliği, Diller İçin Avrupa Ortak Öneriler Çerçevesi (CEFR) ve Talim ve Terbiye Kurulunun 17.02.2021 tarihli ve 5 sayılı kararı ile onaylanan Özel Kurslar Çerçeve Programı esas alınmıştır.

PROGRAMIN KAYIT KABUL ŞARTLARI

Bu kurs programı 16 yaşından gün almış ve en az ilkokul ve/veya ilköğretim düzeyinde eğitimini tamamlamış bireyler için hazırlanmıştır.

PROGRAMIN AMAÇLARI

Bu kurs programının sonunda başarılı olan kursiyerlerin hedef dilde aşağıdaki amaçlara ulaşması beklenmektedir:

A1 DÜZEYİ

Dinlediğini Anlama

- Çok yavaş ve dikkatli konuşulduğunda ve uzun aralıklar verildiğinde söyleneni anlayabilme

Konuşma

- Basit ve çoğunlukla kalıplaşmış deyimler kullanarak insanları ve mekânları betimleyebilme

Okuduğunu Anlama

- Bilindik isim, sözcük ve basit deyimleri seçerek ve gerektiğinde tekrar okuyarak çok kısa ve basit metinleri anlayabilme

Yazma

- Basit, kalıplaşmış deyim ve cümleler yazabilme

A2 DÜZEYİ

Dinlediğini Anlama

- Anlaşılır bir dille ve yavaş konuşulduğunda temel gereksinimlerle ilgili deyim ve sözcükleri anlayabilme
- Anlaşılır bir dille ve yavaş konuşulduğunda somut gereksinimlerini karşılayabilecek derecede söyleneni anlayabilme

Konuşma

- Kısa ve art arda sıralanmış basit deyimler ve tümceler ile basit betimlemeler yapabilme

Okuduğunu Anlama

- Günlük ya da mesleki dilde yaygın olan sözcüklerin kullanıldığı ve alışılagelmiş somut konuları içeren kısa ve basit metinleri anlayabilme
- Çok sık kullanılan sözcüklerden oluşan ve uluslararası sözcükleri içeren kısa ve basit metinleri anlayabilme

Yazma

- Basit bağlaçlar kullanarak bir dizi basit deyim ve cümleler yazabilme

B1 DÜZEYİ

Dinlediğini Anlama

- Dinlediği bir metindeki günlük yaşam veya meslekler hakkındaki bilindik ve karmaşık olmayan bilgileri anlayabilme
- Anlaşılır biçimde ve bilindik bir aksan ile konuşulduğunda ana bildirimi ve ayrıntılı bilgileri anlayabilme
- İş yaşamı, eğitim ve boş zaman etkinlikleri gibi bilindik ya da az bilindik konularda anlaşılır bir dil kullanıldığında söyleneni ana hatlarıyla anlayabilme
- Kısa hikâyeleri anlayabilme

Konuşma

- Kendi ilgi alanları ile ilgili konular hakkında karmaşık olmayan, birbiriyle bağlantılı ve oldukça akıcı betimlemeler yapabilme

Okuduğunu Anlama

- Kendi ilgi ve uzmanlık alanlarıyla ilgili konular üzerine okuduğu karmaşık olmayan teknik metinleri anlayabilme

Yazma

- Bir dizi kısa metin bölümünü birleştirerek karmaşık olmayan, alışılagelmiş birçok konuyu içeren bağlantılı metinler oluşturabilme

B2 DÜZEYİ

Dinlediğini Anlama

- Ölçünlü bir dil kullanıldığında özel yaşam, toplum ve iş yaşamı veya eğitim alanına ilişkin bilindik ya da az bilindik konularla ilgili konuşmaları medyada veya karşılıklı konuşmada anlayabilme
- Ölçünlü bir dil kullanıldığında somut ve soyut konular hakkındaki karmaşık konuşmaları ana hatlarıyla anlayabilme
- Kendi uzmanlık alanıyla ilgili tartışmaları anlayabilme
- Konuşma ya da görüşme süreci belirgin göstergelerle nitelendirilen bilindik konulardaki uzun konuşmaları ve karmaşık tartışmaları izleyebilme

Konuşma

- Bir konuyla ilgili olguları ayrıntılarla destekleyerek anlaşılır ve sistematik bir şekilde betimleyip sunabilme
- Kendi ilgi alanıyla ilgili geniş kapsamlı konular hakkında anlaşılır ve ayrıntılı betimlemeler ve sunumlar yapabilme
- Düşüncelerini uygun örneklerle destekleyerek açıklayabilme

Okuduğunu Anlama

- Okuduğu metnin amacına uygun olarak okuma tarzını ve hızını ayarlayabilme
- Nadir kullanılan deyimler dışında geniş bir sözcük dağarcığına sahip olabilme

Yazma

- Kendi ilgi alanından çeşitli konular hakkında farklı kaynaklardan yararlanarak anlaşılır ve ayrıntılı metinler yazabilme

C1 DÜZEYİ

Dinlediğini Anlama

- Yabancı bir aksanın kullanıldığı, bilmediği soyut ve karmaşık konular hakkındaki sunumları anlayabilme
- Çok çeşitli deyimleri ve günlük dildeki anlatım biçimlerini anlayabilme
- Farklı hitap tarzlarını anlayabilme
- İyi yapılandırılmamış ve bağlantıları açıkça belirtilmemiş uzun konuşmaları ve görüşmeleri takip edebilme

Konuşma

- Karmaşık konularla ilgili olguları anlaşılır ve ayrıntılı olarak betimleyip sunabilme
- Karmaşık konularla ilgili konuşmaları alt konular ile birlikte belirli noktaları açıkça anlatarak uygun bir sonuca bağlayabilme

Okuduğunu Anlama

- Kendi uzmanlık alanı dışındaki uzun ve karmaşık metinleri zor bölümleri birkaç kere okuduğunda ayrıntılarıyla anlayabilme

Yazma

- Gerekli noktaları ön plana çıkararak karmaşık konuları içeren anlaşılır, iyi yapılandırılmış metinler yazabilme
- Yazdığı metinlerde bakış açılarını uygun örneklerle ve açıklamalarla destekleyerek uygun bir sonuca bağlayabilme

C2 DÜZEYİ

Dinlediğini Anlama

- Ana dilde konuşma hızı dâhil canlı veya medya üzerinden yapılan her türlü konuşmayı anlayabilme

Konuşma

- Anlaşılır, akıcı ve iyi yapılandırılmış bir dil kullanarak konuşabilme
- Dinleyicilerin önemli noktaları algılamalarını ve akıllarında tutabilmelerini sağlayacak şekilde konuşmayı yapılandırabilme

Okuduğunu Anlama

- Yazılı tüm metinlerin çoğunu (soyut, yapısal olarak karmaşık ya da günlük konuşma dilini kapsayan edebî olan ya da olmayan metinler de dâhil) anlayabilme ve eleştirip yorumlayabilme

- İnce üslup farklılıkları ve örtük anlamlar dâhil geniş kapsamlı, uzun ve karmaşık metinleri anlayabilme

Yazma

- Okuyucunun en önemli noktaları bulabilmesini kolaylaştıran, mantıklı bir şekilde yapılandırılmış, uygun ve etkili bir üslup ile anlaşılır, akıcı ve karmaşık metinler yazabilme

PROGRAMIN UYGULANMASI İLE İLGİLİ AÇIKLAMALAR

1. Programda iletişimsel dil öğretimi yaklaşımı temel alınmıştır. Bu yaklaşıma uygun olarak öğretme-öğrenme sürecinde kursiyerlerin hedef dilde birbirleriyle ve eğitici ile etkileşime girmeleri sağlanır. Kursiyerlerin birbiriyle ve eğitici ile kişisel deneyimleri, düşünceleri ve yaşama dair çeşitli konular hakkında etkileşime girmelerine yönelik etkinlikler yapılır. Konular kursiyerlerin dil becerilerini geliştirmek için geleneksel dil bilgisi alanı dışındaki gerçek yaşam durumlarına yönelik olarak işlenir.

2. Program sarmal içerik düzenleme yaklaşımına göre düzenlenmiştir. Bu doğrultuda kursiyerlerin öğretme-öğrenme sürecinde aynı ya da benzer konularla birkaç kez karşılaşmaları sağlanır. Bu sayede daha derin bir düzeyde öğrenmenin ve daha fazla karmaşık dil yapılarının keşfedilmesi beklenir.

3. Öğretme-öğrenme sürecinde işitsel-dilsel yöntem, işitsel-görsel yöntem, iletişimsel dil öğretim yöntemi, buluş yoluyla öğrenme, tam fiziksel tepki, görev temelli öğrenme, maruz bırakma, bilgisayar destekli öğrenme, eğitsel oyunlar, soru-cevap, yaratıcı drama ve rol yapma, ikili çalışma, grup çalışması, pandomim gibi çeşitli öğretim strateji yöntem ve teknikleri uygulanır. Ayrıca basitten karmaşığa, bilinenden bilinmeyene, somuttan soyuta, yaşama yakınlık, yakından uzağa gibi öğrenme ilkeleri dikkate alınır.

4. Eğiticilerden sınıf etkinlikleri sırasında kolaylaştırıcı, danışman ve gözlemci olarak hareket etmeleri beklenir. Eğiticiler sınıf etkinliklerini planlarken kursiyerler için anlamlı olan gerçek yaşam durumlarını tercih etmelidir. Etkinliklerin kursiyerlerin kişisel, kültürel, dilsel, sosyal ve akademik deneyimleriyle uyumlu olmasına dikkat edilmelidir. Kursiyerlerin hatalı çıktısına karşı olumsuz bir tutuma sahip olmak yerine, hatalara karşı olumlu bir bakış açısı benimsenmelidir. Yapılan hatalar kursiyerin düzeyini belirlemek ve buna göre uygun iletişim etkinlikleri tasarlamak için fırsat olarak görülmelidir. Kursiyerlerin yaratıcı ve eleştirel düşüncelerini teşvik etmek için farklı dil etkinliklerine katılmaları desteklenmelidir.

5. Kursiyerlerin dil becerilerini geliştirmek amacıyla ders notlarına ek olarak öğretme-öğrenme sürecinde ağırlıklı olarak otantik materyaller kullanılır. Bu materyaller kursiyerler için yapay materyallerden daha motive edicidir. Otantik materyaller öğrenme ortamı ile dış dünya arasında bir bağlantı oluşturdukları için kursiyerlerin ilgi ve ihtiyaçlarına daha çok hitap etmektedir. Derslerde gazete, dergi, hikâye kitapları, film, radyo programları, TV reklamları, şarkılar, etiketli ürünler, formlar, otobüs veya tren tarifeleri, bilet ve telefon gibi materyaller kullanılır.

6. Kursiyerlerin alıcı dil becerilerinin gelişmesi için İngilizceye yoğun bir şekilde maruz bırakılması önemlidir. Derslerde gerek duyulmadıkça eğiticilerin ana dili kullanmaktan kaçınması önerilmektedir. Bunu yaparken anlamakta güçlük çektiği gözlenen kursiyerlerin kaygılarını giderici tedbirler alınmalıdır. Ders içi etkinliklerin dışında da hedef dile maruz kalmanın sağlanması için kursiyerlerin seviyelerine, ilgi ve ihtiyaçlarına uygun filmleri ve programları izlemesi, internet sayfalarını incelemesi, radyo/podcast yayınlarını dinlemesi, İngilizce kitap, dergi ve gazete okuması, ana dili İngilizce olan veya ileri düzeyde İngilizceye sahip kişilerle günlük olarak pratik yapmaları sağlanmalıdır.

7. Programa farklı seviyelerden başlayan kursiyerler Kurs Bitirme Sınavı'na katılabilmek için programın toplam süresinin ¼'ünden (162 ders saati) az olmamak koşuluyla eğitime devam etmek durumundadır.

8. Kursiyerlerin hedef dili bütünsel olarak öğrenmesi, yaşadığı ülkenin dili ve kültürü ile karşılaştırma yapması amacıyla İngilizce konuşulan ülkelerdeki sosyokültürel yapıyı anlatan okuma ve dinleme metinleri, tanıtıcı film ve belgesellerden yararlanılması önerilmektedir.

9. Dil bilgisi öğretiminde iletişimsel dil yaklaşımı dikkate alınarak dil yapıları kursiyerlere bir bağlam içinde sunulur. Bir dil yapısı öğretilirken çok sayıda örnek sunularak biçim ve anlam arasındaki ilişkinin keşfedilmesi sağlanır. Bu sayede kursiyerlerin ilke ve genellemelere ulaşması ve bunları yeni durumlara transfer etmesi beklenir. Belirli aralıklarla, öğretilen dil yapıları tekrar edilir ve diğer yapılarla karşılaştırılır. Hedef dilin doğru ve akıcı bir şekilde kullanılabilmesi için dil bilgisi amaç değil araç olarak kabul edilir.

10. Dil bilgisi öğretimine benzer şekilde kelime bilgisi öğretiminde de öğretilecek kelimeler tematik olarak bir bağlam içinde sunulur. Kelime bilgisinin öğretiminde tematik metinler üzerinden kelimenin anlamını çıkarma, örnek cümle yazma, kelimeleri açıklamaları ile eşleştirme, eş ve zıt anlamlı kelimeleri belirleme ve sınıflandırma gibi etkinlikler yapılır.

11. Dinlediğini anlama becerisine yönelik etkinlikler "metnin ana fikrini bulmak için dinleme, metindeki özel bir bilgiyi bulmak için dinleme ve metni derinlemesine anlamak için dinleme" olmak üzere üç temel başlık altında gerçekleştirilir. Kursiyerlerin otantik dinleme

metinlerinde cümleler arasındaki ilişkileri, ifadelerdeki tonlamaları ve telaffuzları, bağlam içinde kullanılan dil yapılarını ve kullanılan kısaltmaları fark etmeleri sağlanır. Kursiyerlerin dinleme etkinliklerine aktif olarak katılmaları ve dinleme stratejilerini kullanmaları teşvik edilir. Kursiyerlerin dinleme etkinliklerinde birbiriyle etkileşime girmeleri ve iş birliği yapmaları sağlanır. İşitsel özellikteki metinlerde kursiyerlerin konuşmacının jest ve mimiklerini görmesi mümkün olmadığından kullanılacak metinlerin görsel-işitsel olmasına özen gösterilir. Verilen bir dinleme metninin ne derecede anlaşıldığını ölçmek amacıyla kullanılacak madde türlerinin çeşitlendirilmesi gerekir.

12. Okuduğunu anlama becerisinin gelişimi için kursiyerlerin seviyelerine uygun, hedef dilde yazılmış farklı özellikteki metinlere sıkça maruz bırakılması gerekmektedir. Dinlediğini anlama becerisinin öğretimine benzer şekilde okuduğunu anlama becerisine yönelik etkinlikler de "metnin ana fikrini bulmak için okuma, metindeki özel bir bilgiyi bulmak için okuma ve metni derinlemesine anlamak için okuma" olmak üzere üç temel başlık altında gerçekleştirilir. Kullanılacak metinlerde öğretilecek dil yapıları ve kelimeler bağlam içinde sunulur. Etkili okuma için kursiyerlere "kapsamlı okuma (extensive reading) ve yoğun okuma (intensive reading)" yaklaşımları ile "metnin konusunu tahmin etme (prediction), metni gözden geçirme (skimming), tarama (scanning), kelimenin anlamını tahmin etme (guessing the meaning of vocabulary)" teknikleri öğretilir.

13. Üretici becerilerden olan yazma becerisi için kursiyerlere farklı bağlamlarda konular verilir. Kursiyerlerin resmî ve resmî olmayan metin türlerine uygun tarzda üretimde bulunmasına yönelik etkinlikler planlanır. Kursiyerlerin yazma sürecinin dört temel aşamasını (prewriting, drafting, revising, editing) izleyerek kendi seviyelerine uygun metinler yazması sağlanır. Yazma etkinlikleri kapsamında form doldurma, dikte edilen yazma, kartpostal yazma, e-posta yazma, iş mektubu yazma, günlük yazma, CV yazma, kısa öykü yazma, makale yazma, yaratıcı yazma, şiir yazma, paragraf tamamlama türünden etkinlikler yapılır. Kursiyerlerin çalışmalarının değerlendirilmesinde eğitici ve akran değerlendirmesinin yanı sıra öz değerlendirme yöntemi de kullanılır.

14. Konuşma becerisinin gelişimi için yapılacak etkinlikler kursiyerlerin resmî ve resmî olmayan durumlarda rahatça iletişim kurmasına yönelik olarak planlanır. Etkinliklerin planlanmasında kursiyerlerin seviyesine ve konunun gerçek yaşamla ilişkili olmasına özen gösterilir. Konuşma etkinliklerinde grup tartışmaları, drama etkinlikleri, pecha kucha sunumu (her bir slaytın 20 saniye sürdüğü bir sunum çeşidi) sözcük tarif etme oyunu, mülakat, diyalog kurma gibi etkinlikler yapılır. Kursiyerlerin iletişim kurmaları teşvik edilir ve yapılan hatalar tolere edilir.

15. Dil becerileri ile dil bilgisi ve kelime bilgisinin öğretimine yönelik etkinlikler birbiri ile ilişkili bir biçimde uygulanır. Bu sayede kursiyerlerin dili bir bütün içinde öğrenmeleri sağlanır. Örneğin kursiyerlerin dinledikleri bir metinle ilgili soruları sözlü ve yazılı olarak cevaplamaları, cevaplarında dil yapılarını doğru kullanmaları, doğru sözcükleri kullanmaları sağlanarak öğretimin bütünlüğü sağlanır.

16. Öğretme-öğrenme sürecinde yapılacak etkinlikler ve kullanılacak öğretim materyallerinin iletişimsel dil öğretimi yaklaşımına, programın amaçlarına, kursiyerlerin seviyelerine, öğrenme ihtiyaçlarına, ilgi alanlarına ve beklentilerine uygun olarak seçilmesi gerekmektedir. Ayrıca dinleme ve okuma etkinliklerinde kullanılacak metinlerin toplumun genel ahlak kurallarına, millî ve manevi değerlerine uygun olması gerekir.

EĞİTİCİNİN NİTELİKLERİ

Bu kurs programında İngilizce öğretmenliği, İngiliz dili ve edebiyatı, Amerikan kültürü ve edebiyatı, mütercim-tercümanlık (İngilizce), İngiliz dil bilimi, çeviri bilim (İngilizce), İngiliz dili eğitimi ana bilim dalı, İngiliz dili ve kültürü bölümlerinden lisans düzeyinde mezun olanlar eğitici olarak görev alabilir.

PROGRAMIN SÜRESİ

Bu kurs programı günde en fazla 8 ders saati olarak uygulanır.

A1 Düzeyi	108 ders saati
A2 Düzeyi	108 ders saati
B1 Düzeyi	108 ders saati
B2 Düzeyi	108 ders saati
C1 Düzeyi	108 ders saati
C2 Düzeyi	108 ders saati

Teorik Eğitim Süresi : 648 ders saati

Uygulamalı Eğitim Süresi : - ders saati

Toplam Süre : 648 ders saati

PROGRAMIN ÜNİTE/KONU, KAZANIM VE SÜRE DAĞILIMI

İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU A1 DÜZEYİ		
THEMES AND FUNCTIONS	**OBJECTIVES, SUGGESTED STRUCTURES AND TASKS**	**HOUR**

A. WELCOME
  1. Greeting People
  2. Personal Information
  3. Classroom Language
	Listening
	1. Learners will be able to follow the instructions in a short and simple audio/visual text about classroom language.
	E.g. Pay attention/be quiet/open your book/.....
	2. Learners will be able to recognize familiar words in a recorded text about greetings.
	Speaking
	1. Learners will be able to greet people and introduce themselves.
	2. Learners will be able to ask and respond to personal questions.
	Pronunciation
	1. Learners will be able to spell their names and simple words.
	Reading
	1. Learners will be able to comprehend a simple paragraph giving personal information.
	2. Learners will be able to recognize greeting phrases in a short text.
		6 Hours

Writing

1. Learners will be able to write a short e-mail to introduce themselves.

2. Learners will be able to fill in simple forms with personal information.

Suggested Structure

Hello!/Hi!/Hey!

Subject Pronouns

I am Sally./He is George./They are William and Kate.

Nice to meet you./Nice to meet you, too.

How are you?

It is OK./It is all right./Not bad.

Where are you from?

I am from Ankara.

What is your telephone number?

It is 555 123 45 67.

Classroom Language

read/listen/look/write down/Please turn to page 7./.....

Task

1. Acting out in a simple role-play about the first day of the class.

B. AT HOME	Listening	
1. Family Members 2. Rooms in a House 3. Household Objects	1. Learners will be able to recognise parts of a house in an audio/visual text. 2. Learners will be able to comprehend a simple recorded text about family. **Speaking** 1. Learners will be able to introduce their family. 2. Learners will be able to give simple information about their dream house. **Pronunciation** 1. Learners will be able to produce "–th" sound correctly. *E.g.'voiced th' /ð/as in this and 'unvoiced th' /θ/as in thing* **Reading** 1. Learners will be able to identify family members in a text. 2. Learners will be able to recognise parts of a house in a short text. **Writing** 1. Learners will be able to write a description of a family member. 2. Learners will be able to write simple sentences about household objects.	8 Hours

	Suggested Structure *Ellen is my sister.* *This is our house.* *Dan and Jenny are my grandparents.* *This is my bedroom.* *The dining is room big.* *The master bedroom is tidy.* *What is that?* *This is a smart TV.* *That is an umbrella.* *These CDs are your brother's.* *What are those?* *Those are lamps.* *The kitchen table is dirty.* **Task** 1. Presenting their family members showing their photos.	

C. AT WORK
 	
  1. Jobs
 	
  2. Workplaces
	Listening
	
	1. Learners will be able to identify words related to jobs in an audio/visual text about work.	

3. Office Equipment 4. Comparing People and Things	2. Learners will be able to find specific information about people or things compared in a recording about office equipment. **Speaking** 1. Learners will be able to describe their workplaces. 2. Learners will be able to talk about their jobs. 3. Learners will be able to compare people and things verbally. **Pronunciation** 1. Learners will be able to produce the words *'their', 'there', 'they're'* correctly. *E.g. Their /ðeə(r)/, There /ðeə(r)/, They're /ðeə(r)/* **Reading** 1. Learners will be able to identify descriptive words in a paragraph about workplaces. 2. Learners will be able to classify words and phrases related to jobs in a text. **Writing** 1. Learners will be able to describe different workplaces with simple sentences and phrases.	8 Hours

2. Learners will be able to write simple compare and contrast sentences to express their opinions about jobs.

   E.g. It is wide-wider/small-smaller/easy-easier/dangerous-more dangerous/ difficult-more difficult/fun-funnier/.....

Suggested Structure

in/on/at/under/next to/in front of/behind

What do you do?/What's your job?

I am a teacher.

I work in a bank.

My mother is a nurse.

There's a new secretary in the office.

There's a letter on your desk.

Is there a pen in your drawer?

Where are the files? They are on the shelf.

There are five laptop computers in my office.

The paper is next to the printer.

Summer is hotter than winter.

Task

1. Predicting the jobs that their classmates act out.

D. CHOICES 1. Favourites 2. Likes and Dislikes 3. Hobbies and Interests	**Listening** 1. Learners will be able to identify the main idea in a recorded conversation about hobbies and interests. 2. Learners will be able to find specific information in an audio/visual text about likes and dislikes. **Speaking** 1. Learners will be able to express their likes and dislikes. 2. Learners will be able to talk about their hobbies and interests. **Reading** 1. Learners will be able to comprehend a short text about hobbies and interests. 2. Learners will be able to find specific information in a text about likes and dislikes. **Writing** 1. Learners will be able to write a short paragraph about their likes and dislikes. 2. Learners will be able to write a short paragraph about their favourites. **Suggested Structures** *like/love/hate/enjoy* *I love going to the cinema.*	9 Hours

	I hate watching TV. *I enjoy walking and swimming.* *I like rock music.* *What is your favourite movie?* *My favourite book is The Little Prince.* *Our favourite colours are red and white.* *Do you like broccoli?* *We dislike horror movies.* **Task** 1. Conducting a classroom survey to find out their family's or friends' favourite hobbies/interests.	

E. PEOPLE
 	
  1. Countries and Nationalities
 	
  2. Appearances
 	
  3. Personality Traits
	Listening
	
	1. Learners will be able to recognise descriptive vocabulary in an audio/visual text about appearances.
	
	2. Learners will be able to identify the main idea of a recorded text about personality traits.
	
	Speaking
	
	1. Learners will be able to talk about countries and nationalities.
	
	2. Learners will be able to describe characters and looks.	

	Reading	
	1. Learners will be able to comprehend a text about a country and its people.	
	2. Learners will be able to find specific information in a text about people's appearances and personality traits.	9 Hours
	Writing	
	1. Learners will be able to write a short descriptive text about people from different countries.	
	2. Learners will be able to write the personality traits.	
	Suggested Structures	
	south/north/east/west	
	Where is Antalya?	
	It is in the south of Turkey.	
	I'm from ..... ./My hometown is ..... ./I'm originally from ...../......	
	Where are they from?	
	They are from Turkey.	
	What nationality is she?	
	She is British/He is Spanish/.....	
	really/very/so	
	What does she look like?	
	She is short, slim and she has big brown eyes.	

	He has got very short hair.	
	Your sister is really beautiful.	
	You are a very interesting person.	
	You are so kind.	
	What's he like?	
	He is polite and honest.	
	I feel so energetic today.	
	Task	
	1. Describing a picture of a person they admire.	
F. USUALS 1. Daily Activities 2. Telling the Time and Dates 3. Routines and Habits	**Listening** 1. Learners will be able to understand expressions about routines and habits in an audio/visual text. 2. Learners will be able to follow days, months and dates in a listening text about daily activities. **Speaking** 1. Learners will be able to talk about how often they do their daily activities. 2. Learners will be able to ask and answer about habits.	10 Hours

3. Learners will be able to tell the time and dates.

E.g. o'clock/half past/quarter/to/past/am./pm./It's the first of September…

Pronunciation

1. Learners will be able to produce the sounds "–s "/s/, "-es" /z/, "-ies" əz/ endings of the verbs for third person singular pronouns.

E.g. eat<u>s</u>/brush<u>es</u>/tr<u>ies</u>/….

Reading

1. Learners will be able to comprehend a text about different habits in different countries.

2. Learners will be able to find specific information about time and dates in a text.

Writing

1. Learners will be able to write about their favourite time of the day.

2. Learners will be able to write simple sentences about their routines and habits.

Suggested Structure

The Days of the Week, The Months of the Year

12/25/17 in United States (the month is first)

25/12/17 in the rest of the world (the day is first)

Prepositions of Time (in, on, at)

	What time is it?	
	It is 10 p.m./It is five past two./It's half past three./It is 3:30./.....	
	Frequency Adverbs	
	How often do you drink Turkish coffee?	
	What time do you get up?	
	I get up at 7 o'clock every morning.	
	On Sundays I usually get up late.	
	I play table tennis every weekend.	
	She only eats fish.	
	I don't like mushrooms.	
	Does your mother cook?	
	Yes, she does./No, she doesn't.	
	My father wakes up early every day.	
	Task	
	1. Conducting a classroom survey to find common daily activities.	

G. SHOPPING
 	
  1. Shopping Habits
 	
  2. Buying Things
 	
  3. Food and Drinks
	Listening
	
	  1. Learners will be able to follow a simple recorded text about shopping.	

	2. Learners will be able to recognise frequently used expressions and phrases in a recorded text about shopping.
	
	E.g. Have you got any…?/I'm looking for a…./in cash/by credit card/keep the change/…..
	
	Speaking
	
	1. Learners will be able to use frequently used expressions about shopping in a conversation.
	2. Learners will be able to order food at a restaurant/cafe.
	
	Reading
	
	1. Learners will be able to comprehend a text about shopping habits.
	2. Learners will be able to distinguish quantities in a simple text about food and drinks.
	
	E.g. There isn't any milk./We have some sandwiches./Do you want some chocolate?/….
	
	Writing
	
	1. Learners will be able to write a shopping list.
	2. Learners will be able to write a paragraph about shopping habits.
	
	Suggested Structure
	
	   Countable nouns (*E.g. pear/carrot/eggs/…..*)
	
	   Uncountable nouns (*E.g. meat/bread/pizza/…..*)
		9 Hours

	Containers (E.g. a bar of/a bottle of/a kilo of/a pair of/.....)	
	I go shopping every Saturday.	
	Some people like online shopping.	
	How much milk do you buy every day?	
	How many mangoes are there in the basket?	
	There are some apples on the table.	
	We need some tea.	
	Have you got any tomatoes?	
	There isn't much oil in the bottle.	
	How much does this cost?	
	It is 25 TL.	
	Task	
	1. Making simple calculations while shopping.	
	E.g. 3+5=8 three plus five equals [= is equal to] eight/	
	3−5=−2 three minus five equals [= . . .] minus two/	
	3x5=15 three times five equals [= . . .] fifteen.....	

H. GOING OUT
 	
   1. Seasons and Weather
 	
   2. Clothing
 	
   3. Outdoor Activities
	Listening
	
	  1. Learners will be able to recognise weather conditions in a recorded text about seasons.
	
	  2. Learners will be able to comprehend an audio/visual text about favourite clothing.
	
	Speaking
	
	  1. Learners will be able to talk about current actions.
	
	  2. Learners will be able to describe current weather conditions.
	
	  3. Learners will be able to participate in a conversation about seasonal activities.
	E.g. building a snowman/having a picnic/going on a nature walk/flying a kite/.....
	
	Pronunciation
	
	  1. Learners will be able to produce - ng [ŋ] consonant correctly.
	E.g. bringing/feeling/watching/.....
	
	Reading
	
	  1. Learners will be able to identify the main idea of a short text about current activities.
	
	  2. Learners will be able to find specific information in a text about outdoor sports.
		10 Hours

	Writing 1. Learners will be able to write a short paragraph about favourite outdoor/indoor activities. 2. Learners will be able to write about the best time of the year where they live. **Suggested Structure** *Clothes (E.g. skirt/sweater/boots/.....)* *I need a new pair of jeans.* *My new trousers are black.* *Adverbs (E.g. slowly/quickly/clearly/fast/well/.....)* *And/but/so/because* *It's raining heavily so I need a umbrella.* *I usually drive to work but I'm walking today.* *We are taking a taxi because it is snowing.* *What are you doing?* *I'm doing yoga.* *Where are you going?* *We are going fishing.* *She is walking her dog.* *Look! They are playing football.*	

	Seasons of the year	
	What is the weather like?	
	It's foggy/stormy/windy/.....	
	It's raining/snowing/hailing/.....	
	Jane likes spring and summer.	
	Task	
	1. Conducting a research about popular outdoor activities in Turkey.	
İ. TRAVELLING 1. Places in Town 2. Giving Directions 3. Transportation	**Listening** 1. Learners will be able to follow directions in a recorded dialogue. 2. Learners will be able to categorise information given in an audio/visual text about transportation. **Speaking** 1. Learners will be able to ask for and give directions. 2. Learners will be able to exchange general information about travelling. 3. Learners will be able to talk about their favourite form of transportation. **Pronunciation** 1. Learners will be able to produce "can" and "can't" correctly. *E.g. Can kæn/kən/Can't/kaːnt/kænt*	8 Hours

25

Reading

1. Learners will be able to comprehend a text about places in town.

2. Learners will be able to find specific information in a travel brochure.

Writing

1. Learners will be able to write a short paragraph about their neighbourhood.

2. Learners will be able to write simple travel tips.

Suggested Structures

hospital/post office/bus stop/mall/zoo/.....

Where is the ..... ?

How can I go/get to ..... ?

Go straight and take the first right, it is on your left.

by bus/by plane/on foot/......

We can visit the museum.

You can't find a pharmacy here, so go downtown.

We can buy everything from this mall.

You can't walk there but you can take the bus.

The airport shuttle runs every 30 minutes.

Task

1. Making a presentation about favourite city.

J. MEMORIES 1. Happy Times 2. Days to Remember 3. Before and After	**Listening** 1. Learners will be able to find specific information in a short audio/visual text about days to remember. **Speaking** 1. Learners will be able to talk about their happy times. 2. Learners will be able to describe a personal past and present state. *E.g. I was a little nervous before the exam./We were so excited last weekend/.....* **Pronunciation** 1. Learners will be able to produce the words *'where' and 'were'* correctly. *Were/wɜːr/, Where/weə(r)/* **Reading** 1. Learners will be able to comprehend a text about a memory. 2. Learners will be able to find specific information in a simple text about happy times. **Writing** 1. Learners will be able to write a short paragraph about an unforgettable memory. 2. Learners will be able to write a paragraph comparing present and past states.	10 Hours

	Suggested Structure *Past time expressions (E.g. yesterday/ago/last/in 2001)* *I was born in Ankara in 1977.* *My mother was a nurse.* *Were you at home yesterday?* *Where were you?* *They were young.* *There were nice presents on my last birthday.* *There was a movie theatre here.* *There weren't many hospitals in the early 1970s.* *How many people were there in the classroom last week?* *She was lonely in high school but now she is married.* **Task** 1. Making a presentation about a memorable day.	
K. LIFE STORIES 1. Experiences 2. Life Events 3. Completed Actions	**Listening** 1. Learners will be able to comprehend the main idea of a story in a recorded text. 2. Learners will be able to follow the chronological order of events in an audio/visual text.	

	Speaking	
	1. Learners will be able to ask and answer simple questions about life stories.	
	2. Learners will be able to describe their experiences in a simple way.	11 Hours
	Pronunciation	
	1. Learners will be able to sound natural producing "-d", "-ed", "-ied" verb endings.	
	E.g. played/cried/answered/…..	
	Reading	
	1. Learners will be able to detect completed actions in a text about life stories.	
	2. Learners will be able to follow the order of events in a biography.	
	Writing	
	1. Learners will be able to write a short and simple biography.	
	2. Learners will be able to write a short paragraph about their experiences.	
	Suggested Structure	
	Regular verbs (E.g. lived/attended/studied/…..)	
	I worked hard last week.	
	She did not call her mother yesterday.	
	Did you have lunch?	

	Yes, I did./No, I didn't. *When did Neil Armstrong fly to the moon?* *Irregular Verbs (E.g. wrote/had/took/.....)* *She went to Prague for holiday.* *Sequencers (First, Next, Then, Finally)* *I visited Rome last summer. First, we flew from New York to Rome.* *Then, we went to our hotel and slept.* *Finally, I bought my first car* **Task** 1. Making a short presentation about a significant person's biography.	
L. TOMORROW 1. Plans 2. Making Predictions 3. Talking About Future Plans 4. Invitations	**Listening** 1. Learners will be able to follow a recorded speech about future predictions. 2. Learners will be able to identify simple phrases about an invitation in an audio/visual text. **Speaking** 1. Learners will be able to express their future plans. 2. Learners will be able to make future predictions. 3. Learners will be able to accept and refuse an invitation using simple phrases.	10 Hours

Pronunciation

1. Learners will be able to produce the pronunciation of contractions.

   E.g. I will-I'll/I would like-I'd like/I am going to-I'm going to/.....

Reading

1. Learners will be able to find the main idea of a text about future predictions.

2. Learners will be able to recognise some phrases in a letter/text about invitations.

   E.g. Thank you for inviting us./We would like to invite you to Jane's graduation/retirement celebration./I look forward to seeing you.

Writing

1. Learners will be able to write about their future plans.

2. Learners will be able to write an invitation card.

Suggested Structure

Next/tomorrow/tonight/this summer/.....

We will not (won't) work for that construction company.

Will you be there on time? Yes, I will./No, I won't.

He is going to get up early tomorrow.

Polly is not (isn't) going to study medicine.

Are you going to work in a hospital in Africa?

	Yes, I am./No, I am not.	
	They would not (wouldn't) like to watch TV for hours.	
	Would you like to walk 2 kilometres in the rain?	
	Yes, I would./No, I wouldn't.	
	Sounds great!/Thanks for asking!	
	I'm sorry, I can't. / Maybe another time.	
	Task	
	1. Acting out in a simple role-play to invite someone to an event.	
TOTAL HOURS:		**108 Hours**

İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU A2 DÜZEYİ		
THEMES AND FUNCTIONS	**OBJECTIVES, SUGGESTED STRUCTURES AND TASKS**	**HOUR**

A. STRONG BONDS
   1. Introducing Oneself and Others
   2. Family and Friends
   3. Belongings
	Listening
	   1. Learners will be able to understand main points in a recorded text about family and friends.
	   2. Learners will be able to detect specific information in an audio/visual text about belongings.
	
	Speaking
	   1. Learners will be able to ask for and give personal information.
	   2. Learners will be able to introduce themselves and their family members.
	   3. Learners will be able to talk about their belongings.
	
	Pronunciation
	   1. Learners will be able to practice "possessive's sound" /s/, /z/, /ız/. *E.g. Zeynep's/Tom's/The Princess's/ students'…..*
	
	Reading
	   1. Learners will be able to find specific information about someone in a text.
		8 Hours

2. Learners will be able to comprehend a short a text about family and friends.

Writing

1. Learners will be able to write an e-mail to give personal information.
2. Learners will be able to write a short descriptive paragraph about their family and friends.

Suggested Structure

I'm ..... ./She' s..... .

What's up?/What's new?/How is it going?

I'm OK./I'm not bad./.....

We are good friends.

I have got 3 brothers./He has got a cat./..... .

She doesn't have/hasn't got many friends.

Do you have/Have you got any brothers or sisters?

Yes I do.   No, I don't

Yes, I have.   No, I haven't

Task

1. Describing friends and family members with photographs.

B. LIFESTYLES
 	
  1. Routines and Habits
 	
  2. Likes and Dislikes
 	
  3. Free-Time Activities
	Listening
	
	1. Learners will be able to find specific information about likes and dislikes in a recorded text.
	
	2. Learners will be able to comprehend an audio/visual text about lifestyles.
	
	Speaking
	
	1. Learners will be able to talk about their daily routines.
	
	2. Learners will be able to ask and answer questions about likes and dislikes.
	
	3. Learners will be able to discuss about their free time activities and hobbies.
	
	Reading
	
	1. Learners will be able to comprehend a text about likes and dislikes.
	
	2. Learners will be able to guess the meanings of some unfamiliar words in a text about free-time activities.
	
	Writing
	
	1. Learners will be able to summarise a text about free-time activities.
	
	2. Learners will be able to write a short paragraph about their routines and habits.
		9 Hours

	Suggested Structure	
	Verbs to express likes and dislikes (E.g. love/enjoy/dislike/.....)	
	Frequency Phrases (E.g. usually/once a week/hardly ever/.....)	
	People always help each other in Turkey.	
	How often do you read newspaper?	
	Do you like taking selfies?	
	Yes, I do./No, I don't.	
	I sometimes have simit and tea for breakfast.	
	Me too.	
	I don't like sugar in my coffee.	
	Me neither.	
	I always sleep late at the weekends. So do I.	
	I don't think that's a good idea. Neither do I.	
	Task	
	1. Shooting a video describing their habits.	

C. TALENTS
  1. Past and Present Abilities
  2. Skills
  3. Qualifications
	Listening
	  1. Learners will be able to classify abilities in a recorded text.
	  2. Learners will be able to follow a recorded text about extraordinary skills.	

	Speaking
	
	  1. Learners will be able to express their past and present abilities.
	
	  2. Learners will be able to describe their skills and qualifications.
	
	     E.g. I can type 150 words per minute.
	
	Pronunciation
	
	  1. Learners will be able to differentiate /v/ and /w/ sounds.
	
	     E.g. very/verɪ/, well/wel/.....
	
	Reading
	
	  1. Learners will be able to comprehend a text about present and past abilities.
	
	  2. Learners will be able to find specific information in a text about artistic skills.
	
	Writing
	
	  1. Learners will be able to write a simple text comparing their past and present abilities.
	
	  2. Learners will be able to write a simple paragraph about super talents.
	
	Suggested Structure
	
	     I can sing a song very well, but I can't dance.
	
	     She can cook well.
		8 Hours

	They can't see well.	
	I could climb a tree when I was a child.	
	Once, people could speak at least two foreign languages.	
	He could read and write when he was just 4.	
	This machine is able to store short messages.	
	Daniel Tammet was able to remember forty thousand digits of Pi.	
	Are you able to drive?	
	The athlete wasn't able to run 100 metres in one minute in the race.	
	Task	
	1. Conducting a classroom survey to find out their friends' or co-workers' talents.	

D. IN THE PAST
  1. Past Events
  2. Discoveries and Inventions
  3. Telling News
	Listening
	  1. Learners will be able to comprehend a recorded text about discoveries and inventions.
	  2. Learners will be able to detect the key points of a news bulletin.
	Speaking
	  1. Learners will be able to talk about past events.
	  2. Learners will be able to report a piece of news they read or heard.
		10 Hours

Pronunciation

1. Learners will be able to produce past forms of verbs.

   E.g. liked/watched/worried/.....

Reading

1. Learners will be able to find specific information in a text about the great discoveries and inventions in history.

2. Learners will be able to identify the order of events in a story.

Writing

1. Learners will be able to write a short paragraph about a remarkable invention.

2. Learners will be able to write an e-mail about their past activities.

Suggested Structure

I was at home yesterday; I couldn't go to work.

She was shy as a child, but now she is very outgoing.

Where did you go last week?

We visited Berlin last week.

How did you go downtown yesterday?

I drove.

Edison invented the light bulb.

Who discovered America?

	What happened yesterday? *A strong earthquake hit Indonesia last night.* **Task** 1. Doing a research on a historical place in the world.	

E. SOME TIME AGO
 	
 1. Memories
 2. Past Habits
 3. Old Customs
	Listening
	
	   1. Learners will be able to identify the key points of a recorded text describing past habits.
	
	   2. Learners will be able to comprehend a recorded text about old customs.
	
	 Speaking
	
	   1. Learners will be able to describe their past habits.
	
	   2. Learners will be able to narrate their childhood memories.
	
	   3. Learners will be able to talk about continuing actions or states that was happening at some point in the past.
	
	 Pronunciation
	
	   1. Learners will be able to produce "used to" /juːzd tuː/ and while /waɪl/ correctly.
		10 Hours

Reading

1. Learners will be able to comprehend the key points in a text about old customs.
2. Learners will be able to infer the meaning of unfamiliar words in a text about past habits.

Writing

1. Learners will be able to write a text describing their childhood habits and memories.
2. Learners will be able to write a paragraph about old customs and traditions.

Suggested Structure

While I was sleeping, my mother turned on the light.

When I saw her, she was studying in the library.

We used to drink chocolate milk when we were 7.

People used to live in caves in old times.

I didn't use to watch TV a lot when I was a child.

Did you use to walk to school when you were in high school?

What did the people use to do without the internet?

How did people use to travel 50 years ago?

	Task 1. Making a presentation about interesting habits and customs.	

F. FLAVOURS
   1. Food and Drinks
   2. Expressing Quantities
   3. Eating Habits
	Listening
	   1. Learners will be able to categorise various types of food and drinks in an audio/visual material.
	   2. Learners will be able to follow an audio-visual text about eating habits.
	Speaking
	   1. Learners will be able to talk about their eating habits.
	   2. Learners will be able to describe their favourite recipe.
	Pronunciation
	   1. Learners will be able to investigate spelling patterns for plurals.
	     E.g. Final –s is pronounced /s/ after voiceless sounds
	     seats seat/s/, ropes rope/s/, backs back/s
	     Final –s is pronounced /z/ after voiced sounds
	     seeds seed/z/, robes robe/z/, bags bag/z/
	     Final –s and –es are pronounced /ez/ after "sh," "ch," "s," "z," and "ge", "dge"
	     dishes dish/ez/, prizes prize/ez/, edges edge/ez/
		9 Hours

Final –ies is added to words ending with –y is preceded by a consonant, the –y is changed to –i and –es is added.

baby babies/ez/, cry cries/ez/, fly flies/ez/)

Reading

1. Learners will be able to compare eating habits in different countries in a text.

2. Learners will be able to identify the quantifiers in a text about food and drinks.

   E.g. A few/a little/a lot of/much/many

Writing

1. Learners will be able to write the recipe of their favourite dish.

2. Learners will be able to write a short paragraph about their eating habits.

Suggested Structure

Countable: apple-apples/olive-olives

Uncountable: sugar-sugar/milk-milk/bread-bread

bitter/sweet/sour/crunchy/greasy/.....

a slice of bread/a piece of cake/a can of beans/.....

Ingredients:1 tablespoon baking powder, 1/2 teaspoon salt,

1/4 cups sugar, 4 large eggs…

	I've got a steak, some red chilli peppers, some potatoes. *How much rice do you want?* *Would like you some milk in your coffee?* *There's a bottle of apple juice in the fridge.* *There isn't any tea in the house. We need to buy some.* *Very few people in this office eat bread.* *I would like to have 2 slices of pizza and some chips, please.* *How much is it?* *It's 100 liras.* *How many* **Task** 1. Acting out in a role-play about ordering food in a restaurant.	
G. COMMUNICATION 1. Means of Communication 2. Current Actions 3. Short-Term Plans	**Listening** 1. Learners will be able to comprehend a recorded dialogue about short-term plans. 2. Learners will be able to identify the key points of an audio/visual text about communication.	

	Speaking 1. Learners will be able to talk about current actions for different purposes. 2. Learners will be able talk about their short-term plans. 3. Learners will be able to discuss about means of communication. **Pronunciation** 1. Learners will be able to produce ph /f/ sound. *E.g. Elephant/ telephone/photograph/…* **Reading** 1. Learners will be able to find specific information in a text about current actions. 2. Learners will be able to comprehend a text about means of communication. **Writing** 1. Learners will be able to write a short paragraph about their short-term plans. 2. Learners will be able to write a paragraph about their favourite means of communication.	8 Hours

	Suggested Structure
	
	    Nowadays people are communicating online.
	
	    These days I am receiving over 20 e-mails a day.
	
	    Are you posting our photo?
	
	    No. I'm just texting my mom.
	
	    They aren't taking notes.
	
	    I am talking on the phone./I am on the phone.
	
	    Who's calling, please?
	
	    I am just calling to say…
	
	    Thank you for holding. I'm just putting you through to Mr Steven.
	
	    I'm connecting you now.
	
	    We're meeting at 3 o'clock tomorrow afternoon.
	
	    I'm planning to be there soon.
	
	Task
	
	  1. Creating a weekly planner.	

H. SIGHTSEEING
 	
  1. Planning a Trip
 	
  2. Giving Directions
 	
  3. Describing Places
	Listening
	
	  1. Learners will be able to find specific information in a recorded text about a tour plan.
	
	  2. Learners will be able to follow directions in an audio/visual text.	

	Speaking	
	1. Learners will be able to talk about their holiday plans.	
	2. Learners will be able ask for and give directions.	
	3. Learners will be able to describe a place.	
	Pronunciation	
	1. Learners will be able to produce the pronunciation of contracted forms.	10 Hours
	E.g. I'll/She'll/They won't …..	
	Reading	
	1. Learners will be able to identify specific information in a brochure describing a place to stay.	
	2. Learners will be able to detect key words related to sightseeing in a text about travel.	
	Writing	
	1. Learners will be able to prepare a tour plan.	
	2. Learners will be able to write a paragraph about a place they plan to visit.	
	Suggested Structure	
	Prepositions of Place	
	(*E.g.in/on/under/next to/between/opposite/across from/near/in front*	

of/behind)

Time expressions

(E.g. tomorrow/this week/next month/.....)

You will have a lovely time in Italy.

I'm going to have breakfast at Tiffany's.

He's flying to Cape Town next Saturday.

Are you doing anything on Sunday morning?

Are they going to spend the summer abroad?

What will you do tonight?

I'll be at home.

Excuse me! I'm looking for..... .

How can I go to .....?/ Where is .....?

Turn right/turn left/Go straight/Go straight ahead/Take the second road on the left.

Task

1. Acting out in a role-play asking for and giving directions.

İ. NATURE
 	
  1. Environmental Problems
 	
  2. Saving the Earth
 	
  3. Giving Advice
	Listening
	
	  1. Learners will be able to comprehend an audio about protecting the environment.
	
	  2. Learners will be able to find the main idea of a recorded text about nature.
	
	Speaking
	
	  1. Learners will be able to participate in a discussion about environmental problems.
	
	  2. Learners will be able to suggest solutions to save the Earth.
	
	Reading.
	
	  1. Learners will be able to comprehend the supporting ideas in a text about human impacts on the environment.
	
	  2. Learners will be able to draw conclusions from a text about environmental problems.
	
	Writing
	
	  1. Learners will be able to write a paragraph to offer solutions to environmental problems.
	
	  2. Learners will be able to write an online petition about saving the Earth.
		9 Hours

	Suggested Structure	
	Bike more. Drive less.	
	Plant a tree.	
	Turn off the tap.	
	Don't litter.	
	Factories should use filters.	
	We should protect green spaces in cities.	
	He shouldn't use his own car. He should use public transportation.	
	Everybody must protect the environment.	
	People mustn't step on the grass in the park.	
	Task	
	1. Creating an online post about being green.	
J. BUSINESS LIFE 1. Workplaces 2. Office Etiquette 3. Making Arrangements	**Listening** 1. Learners will be able to recognise office language in a recorded text. 2. Learners will be able to find specific information in an audio/visual text about office etiquette. *E.g. be punctual/tidy/respectful/tolerant/.....*	

	Speaking 1. Learners will be able to exchange opinions about their workplaces. 2. Learners will be able to ask for and give permissions. 3. Learners will be able to discuss their work routines. **Reading** 1. Learners will be able to comprehend a text about modern offices. 2. Learners will be able to infer the meaning of unfamiliar words in a text about workplaces. **Writing** 1. Learners will be able to write a paragraph about the ideal workplace. 2. Learners will be able to write an e-mail to arrange a meeting. **Suggested Structure** *working from home/online meetings/video conferenceflexible work hours/schedule/colleagues/co-workers/employee/employer/.....* *May I take the day off?* *May I leave the office a little early today?* *Our salaries may increase at the end of this year.* *We might meet online at 10 a.m. tomorrow.* *Our weekly staff meeting will be on Wednesday at 3 pm.*	9 Hours

	The manager will stay in the office until 9 o'clock.	
	I will let you know soon.	
	Task	
	1. Comparing working from home and working in an office.	
K. HIGH TECH 1. Everyday Gadgets 2. Smart Appliances 3. Comparing Things	**Listening** 1. Learners will be able to follow an audio/visual text about how to use a smart appliance. 2. Learners will be able to find specific information in a recorded text about everyday gadgets. **Speaking** 1. Learners will be able to talk about gadgets they use in everyday life. 2. Learners will be able to compare and contrast smart appliances. **Reading** 1. Learners will be able to comprehend a text about comparing high-tech devices/gadgets. 2. Learners will be able to infer the meanings of unfamiliar words in an article about smart devices.	9 Hours

Writing

1. Learners will be able to write a short paragraph about what they use their cell phones for.

2. Learners will be able to write simple compare and contrast sentences about two of their favourite appliances.

Suggested Structure

Regular adjectives: big-bigger-the biggest/small-smaller-the smallest/easy-easier-the easiest/cheap-cheaper-the cheapest/expensive-more expensive-the most expensive

Irregular adjectives: good-better-the best/bad-worse-the worst/little-less-the least.

My cell phone is cheaper than my father's cell phone.

This laptop is faster than my previous one.

This is the best smart television in the market.

My laptop computer is the most useful device in my life.

Task

1. Introducing one of the best devices/gadgets of the 21st century.

L. MOMENTS
 	
  1. Personal Experiences
  2. Lifetime Achievements
  3. Recent Changes
	Listening
	
	  1. Learners will be able to understand a recorded conversation about personal experiences.
	  2. Learners will be able to identify the main idea of an audio/visual text about recent changes.
	
	Speaking
	
	  1. Learners will be able to exchange ideas and information about their experiences.
	  2. Learners will be able to interact in a simple way to describe their achievements.
	
	Pronunciation
	
	  1. Learners will be able to practice intonation in asking and answering questions in daily conversations.
	
	  E.g. Have you seen this? (rising intonation)
	
	Reading
	
	  1. Learners will be able to identify specific information in a real-life text.
	  2. Learners will be able to summarise a text about lifetime achievements.
		9 Hours

Writing

1. Learners will be able to write a paragraph about their personal experiences.

2. Learners will be able to write a paragraph about one of their greatest achievements.

Suggested Structure

Just/already/still/yet

Ever-never

Gone to-been to

once/twice/three times/.....

once a week/twice a month/three times a year/.....

My car has just broken down.

I have already read this book.

I still haven't lost enough weight.

She hasn't made her presentation yet.

Have you ever climbed a mountain?

Yes, I have./No, I haven't.

Have you ever been to Cappadocia?

My father has gone to Turkish Republic of Northern Cyprus after the meeting.

	I have been there three times. **Task** 1. Preparing a video about personal experiences.	
TOTAL HOURS:		**108 HOURS**

İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU B1 DÜZEYİ		
THEMES AND FUNCTIONS	**OBJECTIVES, SUGGESTED STRUCTURES AND TASKS**	**HOUR**

A. EDUCATION
 	
  1. Language Learning
  2. Motivation to Learn
  3. Comparing People and Things
	Listening
	
	  1. Learners will be able to comprehend the process of language learning in a recorded text.
	  2. Learners will be able to find specific information in a recorded text about motivation to learn.
	
	Speaking
	
	  1. Learners will be able to discuss about learning a foreign language.
	  2. Learners will be able to share their language learning tips.
	  3. Learners will be able to compare people and things.
	
	Reading
	
	  1. Learners will be able to comprehend the main idea of a text about studying abroad.
	  2. Learners will be able to infer the meaning of unfamiliar words in an article about education.
	
	Writing
	
	  1. Learners will be able to write a paragraph about comparing people and things.
		9 Hours

	2. Learners will be able to write their personal experiences about learning a language. **Suggested Structure** *She learns as fast as his brother.* *She began to speak more quickly.* *I'm more motivated to learn Japanese than Chinese.* *Sorry can you speak a bit slower, please?* *Why do people want to study software engineering these days?* *It's the longest book I've ever read.* *It's the hardest exam he's ever taken.* **Task** 1. Conducting a research to discover online self-study platforms.	
B. MAN AND NATURE 1. Recent Global Issues 2. Disasters in History 3. Survival Stories	**Listening** 1. Learners will be able to identify specific details in a recorded text about natural and man-made disasters. *E.g. pandemic/epidemic/earthquake/flood/tsunami/wildfires/volcanic eruptions/meltdown/aviation and rail accidents/…..* 2. Learners will be able to follow a recorded text about a pandemic.	

	Speaking	
	1. Learners will be able to talk about natural events.	
	2. Learners will be able to narrate an extraordinary survival story.	
	3. Learners will be able to discuss the environmental issues of the 21st century.	8 Hours
	Reading	
	1. Learners will be able to comprehend a text about disasters.	
	2. Learners will be able to evaluate the key points in a survival story.	
	Writing	
	1. Learners will be able to write a paragraph about the reasons of global warming.	
	2. Learners will be able to write a survival story.	
	Suggested Structure	
	Past time expressions	
	E.g. yesterday/last week/3 years ago/in 2004/.....	
	While people were sleeping, the earthquake hit the city.	
	A crashed plane was located in a wooded area at about 2 a.m. on Monday.	
	Wh- past questions	

	What caused Fukushima Meltdown/Covid-19 pandemic/global warming *Where did new coronavirus first appear?* **Task** 1. Conducting a research about an important global event.	
C. CAREER 1. Occupations 2. Success Stories 3. Goals and Ambitions	**Listening** 1. Learners will be able to follow a text about occupations. 2. Learners will be able to detect the required qualifications in an audio/visual job advertisement. **Speaking** 1. Learners will be able to take part in a debate on future jobs. 2. Learners will be able to describe their career plans. 3. Learners will be able to talk about their goals and ambitions. **Reading** 1. Learners will be able to comprehend a success story. 2. Learners will be able to comprehend a factual text on career planning. **Writing** 1. Learners will be able to write their CV/résumé.	8 Hours

	2. Learners will be able to write a paragraph to describe their dream jobs. **Suggested Structure** *virtual reality developer/artificial intelligence engineer/.....* *You will make a great doctor.* *They won't have to postpone the meeting.* *What will happen next?* *I'm going to give a lecture about career guidance.* *He is going to become a virtual reality developer when he grows up.* **Task** 1. Conducting a research about future jobs. 2. Making a presentation about where they see themselves in 10 years.	
D. CULTURAL IDENTITIES AND BELIEFS 1. Customs and Traditions 2. Beliefs and Rituals 3. Cultural Icons 4. Landmarks	**Listening** 1. Learners will be able to follow the explanations in a recorded text about customs and traditions. 2. Learners will be able to catch the main points of a lecture about culture. **Speaking** 1. Learners will be able to define their favourite landmarks around the world. 2. Learners will be able to take part in a debate about cultural icons.	

	3. Learners will be able to discuss customs and traditions. 4. Learners will be able to talk about their beliefs and rituals. **Reading** 1. Learners will be able to summarise a text about popular culture. 2. Learners will be able to read and understand an article regarding cultural diversity. **Writing** 1. Learners will be able to write an essay about unusual customs and traditions. 2. Learners will be able to write a paragraph about beliefs and rituals. **Suggested Structure** *Five pillars of İslam, Islamic practises, circumcision, Christian and Jewish rituals, prophets, holy books, praying in different religions, Cheese rolling festival in England, excessive apologising of Brits, no tipping in Japan, Siesta time in Italy, henna night and oil wrestling in Turkey, going for tapas in Spain,* *An architect is someone who designs buildings.* *A landmark is a monument or prominent distinctive building which is used as the symbol of a certain area, city, or nation.* *The Eiffel Tower is a man-made structure which is 300 metres high.*	9 Hours

	I still remember the day when I turned 18. **Tasks** 1. Making a short video introducing one of the landmarks of their cities.	
E. PERSPECTIVES 1. Expressing Opinions and Emotions 2. Preferences 3. Making Decisions	**Listening** 1. Learners will be able to detect the speakers' emotions in a voicemail through verbal cues. 2. Learners will be able to comprehend a recorded text about preferences. **Speaking** 1. Learners will be able to agree or disagree in a polite way by expressing their opinions. 2. Learners will be able to talk about preferences. 3. Learners will be able to make decisions at the time of speaking. **Reading** 1. Learners will be able to comprehend a text about opinions and emotions. 2. Learners will be able to detect the preference related phrases in an article. **Writing** 1. Learners will be able to write a survey report about preferences.	9 Hours

	2. Learners will be able to write their personal impressions about a film/book etc. **Suggested Structure** *In my opinion/I think/I believe/…..* *Reading books can broaden your horizon.* *Early birds prefer waking up/to wake up early.* *I prefer listening to speaking.* *He decided not to participate in the discussion.* *In my opinion, you should be careful about buying cryptocurrency.* **Task** 1. Conducting a research about most viewed videos/films.	
F. LAW AND ETHICS 1. Obligations and Responsibilities 2. Necessities and Requirements 3. Moral Codes	**Listening** 1. Learners will be able to comprehend unwritten social rules in a recorded text. 2. Learners will be able to identify phrases to express obligations and responsibilities in a recorded text. **Speaking** 1. Learners will be able to comment on individual responsibilities in a society.	9 Hours

	2. Learners will be able to discuss moral codes. 3. Learners will be able to discuss what new laws they would like to introduce to their country. **Reading** 1. Learners will be able to make inferences in an article about human and animal rights. 2. Learners will be able to comprehend a text about necessities and requirements. **Writing** 1. Learners will be able to write a paragraph about preserving moral values. 2. Learners will be able to write a paragraph about their personal responsibilities. **Suggested Structure** *You have to wear a seat belt when you drive.* *You don't have to have a licence to cycle on the roads.* *You must be quiet in the library.* *Visitors must not park in the staff car park.* *In Turkey, younger family members should kiss the hands of their elders as a show of respect on special occasions.*	

	You ought to know the laws of the country before you visit it. *You had better cover your shoulders before entering the temple.* **Task** 1. Making a presentation about an imaginary society with its own rules and regulations.	
G. EARLIER TIMES 1. Historical Events 2. Historical Figures 3. Success Stories	**Listening** 1. Learners will be able to find specific information in a recorded text about significant people in human history. 2. Learners will be able to comprehend a text about historical events. **Speaking** 1. Learners will be able to describe simultaneous actions in the past. 2. Learners will be able to discuss historical figures and their success stories. **Reading** 1. Learners will be able to identify the settings and characters in a historical text. 2. Learners will be able to identify sequence of events in a text.	9 Hours

	Writing	
	1. Learners will be able to write a paragraph about an important historical event in the world.	
	Suggested Structure	
	Mozart performed for aristocrats in Europe when he was a kid.	
	When the Huns got closer, the Chinese closed the doors.	
	While she was climbing the career ladder, she was spending less and less time on her hobbies.	
	Christopher Columbus discovered America while he was trying to find an alternative route.	
	Cold War officially ended when they took down the Berlin Wall in 1989.	
	Task	
	1. Conducting a research on a prominent Turkish scientist in the 20th or 21st centuries.	
H. HEALTHY LIFESTYLES 1. Illnesses and Injuries 2. Tips for a Healthy Life 3. Diet and Exercise	**Listening** 1. Learners will be able to find specific information in a recorded text about tips for a healthy life.	

	2. Learners will be able to infer meanings of unfamiliar words from an audio-visual material about diet and exercise.	9 Hours
	Speaking	
	1. Learners will be able to talk about illnesses and injuries.	
	2. Learners will be able to talk about the ways of being healthy.	
	Reading	
	1. Learners will be able to comprehend a text about a healthy diet.	
	2. Learners will be able to identify cause and effect relationships in a text about illnesses and injuries.	
	Writing	
	1. Learners will be able to write a paragraph about their diet.	
	2. Learners will be able to write a paragraph about a healthy life.	
	Suggested Structure	
	well-being/mental health/emotional health/headache/.....	
	Connecting words	
	E.g. and, so, but, also, that's why	
	Intensifiers - so, such, too, enough	
	Adjectives	
	Adverbs	
	I drank too much water; now I really need to go to the bathroom!	

	He doesn't sleep enough. That's why he's always tired.	
	Consuming too much sugar is bad for your teeth.	
	Keeping a healthy diet is so important to stop aging. Also, it helps you maintain a healthy skin.	
	Lifting such heavy weights will cause you to tear a muscle.	
	Running too fast is bad for heart.	
	Task	
	1. Making a presentation comparing alternative and modern medicine.	

İ. LIFE EVENTS
 	
  1. Stages of Life
  2. Unforgettable Moments
  3. From Past Till Now
	Listening
	
	  1. Learners will be able to comprehend a recorded conversation about stages of life.
	  2. Learners will be able to find main points of a recorded text on unforgettable moments.
	
	Speaking
	
	  1. Learners will be able to describe their experiences in different stages of life.
	  2. Learners will be able to share their unforgettable moments.
	
	Reading
	
	  1. Learners will be able to interpret someone's memoir.
		9 Hours

| | 2. Learners will be able to analyse the information in a biography of a living person.

Writing

   1. Learners will be able to write about their experiences.

   2. Learners will be able to write a paragraph about stages of their lives.

Suggested Structure

    Have you ever ..... ?
    How long have you ..... ?
    for/since/still/ever/never
    Have you ever fallen in love?
    I have always wanted to be a writer.
    She has never been to Argentina.
    He has been publishing his journals for 5 years.
    We have still been working on the project.
    I have been interested in English language since high school.

Task

   1. Making a presentation about highlighting their unforgettable moments. | |

J. IMAGINATION
 	
  1. Dreams and Reality
 	
  2. Empathy and Sympathy
 	
  3. Hypothetical Situations
	Listening
	
	1. Learners will be able to distinguish empathy and sympathy in a recorded text.
	
	2. Learners will be able to make inferences in an audio/visual text about hypothetical situations.
	
	Speaking
	
	1. Learners will be able to exchange opinions about possible situations.
	
	2. Learners will be able to talk about hypothetical situations.
	
	3. Learners will be able to express sympathy in different situations.
	
	Pronunciation
	
	1. Learners will be able to produce the contraction of "would" correctly.
	E.g. I'd /It'd/They'd/.....
	
	Reading
	
	1. Learners will be able to comprehend a text about dreams and reality.
	
	2. Learners will be able to identify the main points of a text about hypothetical situations.
	
	Writing
	
	1. Learners will be able to write a paragraph about a hypothetical situation.
		10 Hours

	2. Learners will be able to write a paragraph to express their sympathy about a certain situation. **Suggested Structure** *If you don't hurry, you will miss the bus.* *If I had a million pounds, I would buy a yacht.* *What will you do if you fail the test?* *If you were a world leader, what would you do for the world peace?* **Task** 1. Practising a dialogue using various "What would you do if…?" questions.	
K. STEP BY STEP 1. Instructions 2. Procedures and Processes 3. Remarkable Inventions and Discoveries	**Listening** 1. Learners will be able to understand multi-step instructions in a recipe on radio/TV. 2. Learners will be able to follow a procedure or process in a recorded text. **Speaking** 1. Learners will be able to describe a process. 2. Learners will be able to talk about a remarkable invention/discovery in history.	

	Pronunciation	9 Hours
	1. Learners will be able to emphasize the agent when the focus is on the doer in their speech.	
	E.g. Penicillin was discovered <u>by</u> Alexander Fleming.	
	Reading	
	1. Learners will be able to detect impersonal statements in a text related to inventions.	
	2. Learners will be able to follow the steps of a process in a text.	
	Writing	
	1. Learners will be able to write a recipe with an impersonal tone.	
	2. Learners will be able to write a paragraph to describe a procedure step-by-step.	
	Suggested Structure	
	The first handheld mobile phone was introduced in 1973.	
	The electric bulb was invented by Edison.	
	When was the television invented?	
	Juliopolis was discovered in late 1990s in Nallıhan.	
	First, one cup water is poured into a coffee pot.	
	Next, one spoonful of Turkish coffee is added into the pot per one person.	

	Then, the mixture is stirred slowly for 5 minutes to let it rise.	
	Finally, it is poured into a Turkish coffee cup and served hot.	
	Task	
	1. Making an origami figure following the instructions.	
L. RELATIONSHIPS 1. Building Relations 2. Personality Traits 3. Clarifying and Reporting Information	**Listening** 1. Learners will be able to make inferences in a recorded text about relationships. 2. Learners will be able to classify personality traits in a recorded text. **Speaking** 1. Learners will be able to report information during a conversation. 2. Learners will be able to describe someone's personality traits. **Reading** 1. Learners will be able to find irrelevant content in a text about building relations. 2. Learners will be able to comprehend a text about reporting information. **Writing** 1. Learners will be able to write a paragraph to describe someone's personality traits.	10 Hours

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	2. Learners will be able to write a paragraph about building strong relations. **Suggested Structure** *absent-minded/laidback/outgoing/punctual/neat/easygoing/.....* *He didn't say that. He said ..... .* *She said that she was a little bit nervous.* *The teacher told me to be quiet.* *What did you mean by that?* *I asked her what I should do.* **Task** 1. Playing the "Chinese Whispers/Broken Telephone" game.	
TOTAL HOURS:		**108 HOURS**

İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU B2 DÜZEYİ		
THEMES AND FUNCTIONS	**OBJECTIVES, SUGGESTED STRUCTURES AND TASKS**	**HOUR**

A. MILESTONES
  1. Life Stages
  2. Sharing Experiences
  3. Life-Changing Events
	Listening
	  1. Learners will be able to find specific information in a recorded text about life changing events.
	  2. Learners will be able to recognise the speakers' viewpoints and attitudes in a recorded text about life expectancy.
	Speaking
	  1. Learners will be able to greet other people and introduce themselves in both formal and informal situations.
	  2. Learners will be able to discuss the milestones in their life.
	  3. Learners will be able to exchange ideas about their lifetime experiences.
	Reading
	  1. Learners will be able to interpret main points in a text about milestones in people's lives.
	  2. Learners will be able to distinguish the main idea from supporting details in a text about stages of life.
		8 Hours

Writing

1. Learners will be able to write a paragraph about the best moments in their lives.

2. Learners will be able to write an essay about an inspirational person in their lives.

Suggested Structure

Jason became a father when he turned 33.

Beth had her second child at the age of 40.

She went to Spain last year to study Spanish.

When the manager walked into the room, we didn't know someone was going to get fired.

I think I've read all the books J.K. Rowling has written so far.

You have grown since the last time I saw you.

She has known him all her life.

He hasn't been back to his hometown since he retired.

I haven't got used to driving on the left yet.

Task

1. Making a presentation about milestones in their lives.

B. GLOBAL ISSUES	**Listening**	
1. Stating Opinions	1. Learners will be able to spot the characteristics of different generations in a recorded text.	
2. Generation Characteristics	2. Learners will be able to comprehend a recorded text about worldwide trends.	
3. Worldwide Trends	**Speaking**	
	1. Learners will be able to state their opinions about the characteristics of their generation.	
	2. Learners will be able to discuss the effects of global trends.	8 Hours
	Reading	
	1. Learners will be able to comprehend an article on global issues.	
	2. Learners will be able to extract specific information from an article about worldwide trends.	
	Writing	
	1. Learners will be able to write an informative essay about the characteristics of their generations.	
	2. Learners will be able to write a graph description in accordance with the global trends.	

	Suggested Structure *From my point of view,.../ From my perspective,.../I'm of the opinion that.../As far as I'm concerned.../In my view,... /* *There was a slight fluctuation in the markets in July. However, sales have been increasing rapidly.* *Companies have been trying to increase their standards in a multitude of areas such as product quality and safety.* **Task** 1. Conducting a research about global social problems.	
C. LET'S TALK ABOUT ART 1. Artistic Professions 2. Different Forms of Art 3. Art Events	**Listening** 1. Learners will be able to comprehend an audio/visual material about art events. 2. Learners will be able to classify different forms of art in an interview. **Speaking** 1. Learners will be able to define artistic professions. 2. Learners will be able to take part in a conversation about various art events. 3. Learners will be able to compare various art pieces.	9 Hours

Reading

1. Learners will be able to comprehend a text about a famous artwork.

2. Learners will be able to find specific information in an art pamphlet.

Writing

1. Learners will be able to write a biography of a Turkish artist.

2. Learners will be able to write an art review stating their opinions.

Suggested Structure

exhibition/depict/illustrate/movement/blockbuster/sold-

out/era/inspiration/.....

Do you know the names of the poets who wrote down the Turkish and

British National Anthems?

The woman whom I saw on the train was a famous sculptor.

The 18th century was the time when language became an important

piece of state unity in France.

You can visit Van Gogh Museum where the famous "Sunflowers" is on

display.

Task

1. Making a presentation about various artists in different ages.

   E.g. The art and artists in the Middle Ages and Renaissance.

D. STORY TIME
 	
  1. Past Experiences
  2. Telling Stories
  3. Books and Movies
	Listening
	
	  1. Learners will be able to follow the sequence of events in an audio/visual story.
	  2. Learners will be able to categorise various literary genres in a recorded text.
	    E.g. horror/thriller/comedy/science-fiction/mystery
	
	Speaking
	
	  1. Learners will be able to narrate their past experiences.
	  2. Learners will be able to evaluate books or movies.
	
	Reading
	
	  1. Learners will be able to identify an author's tone in a story.
	  2. Learners will be able to deduce the moral of a written anecdote.
	
	Writing
	
	  1. Learners will be able to summarise the main points of a story.
	  2. Learners will be able to write a plot for a novel or a movie.
	
	Suggested Structure
	
	  Adverbial Clauses of Time
	  E.g. By the time/After/Before/As soon as/…..
	  I would like to talk about the time when I….. .
	  This made me realise…..
		10 Hours

Once upon a time…..

One bright morning as the fox was following his sharp nose through the wood in search of a bite to eat, he saw a crow on the limb of a tree overhead.

Last week, I visited Chicago to attend a business conference. While I was there, I decided to visit the Art Institute of Chicago. To start off, my flight was delayed. Next, the airline lost my luggage, so I had to wait for two hours at the airport while they tracked it down. However, unfortunately, the luggage had been set aside and forgotten.

One day Hodja was washing his yoghurt pot and pouring yoghurt remained in it into lake.

He had been working at a company in the village for five years when he got the promotion.

Task

1. Narrating a Turkish folktale in English.

   E.g. Nasreddin Hodja, Keloğlan, Hacivat and Karagöz…..

2. Comparing books and their movie adaptations.

E. HEALTH	Listening	
1. Self-Care	1. Learners will be able to detect specific information in a recorded text about self-care practices.	
2. Healthy Lifestyle and Longevity	2. Learners will be able to identify the symptoms and treatments of illnesses in a recorded text.	
3. Health Problems	**Speaking**	
	1. Learners will be able to talk about healthy lifestyles.	
	2. Learners will be able to describe their health problems.	
	Reading	
	1. Learners will be able to comprehend a text about the effects of stress on health.	9 Hours
	2. Learners will be able to identify main points in a text about longevity.	
	Writing	
	1. Learners will be able to write some tips for living a longer life.	
	2. Learners will be able to write a paragraph about the consequences of an unhealthy diet.	

	Suggested Structure *Working out can be an incredible way to boost your confidence.* *Not getting enough sleep prevents the body from strengthening the immune system.* *In order not to gain weight, experts recommend adding 10,000 steps a day to your routine.* *You had better change your environment to maintain a healthy lifestyle.* *The doctor ordered my grandmother to stay in bed for a few days.* *It is a good idea to cut down on sugar to live a longer and healthier life.* **Task** 1. Conducting a research about people who lived the longest. *E.g. Japanese island of Okinawa, Italian island of Sardinia, Greek island of Ikaria etc.*	

F. INVESTIGATIONS
 	
  1. Making Speculations
 	
  2. Mysteries
 	
  3. Inspections
	Listening
	
	1. Learners will be able to follow the clues in a recorded a mystery story.
	
	2. Learners will be able to comprehend a text about an inspection.	

	Speaking	
	1. Learners will be able to speculate with relevant justification.	
	2. Learners will be able to talk about mysterious events.	
	Reading	
	1. Learners will be able to identify speculative phrases in an article.	
	2. Learners will be able to examine the results of an inspection report.	9 Hours
	Writing	
	1. Learners will be able to write a short investigation report.	
	2. Learners will be able to write a review about a mysterious event.	
	Suggested Structure	
	Let me think/well/so/you were saying/.....	
	I have lost my keys. They might be at work or they could be in the car.	
	Who told the newspapers about the prime minister's plans? It must be	
	someone close to him.	
	According to the food inspector, the mangoes that were imported from	
	Brazil may contain salmonella virus.	
	This artifact cannot belong to King Tut as it was not discovered near	
	his tomb.	
	Task	
	1. Analysing a Sherlock Holmes story.	

G. CODE OF CONDUCT
 	
  1. Rules and Regulations
 	
  2. Norms and Standards
 	
  3. Procedures
	Listening
	
	  1. Learners will be able to categorise information in a recorded text about procedures.
	
	  2. Learners will be able to follow public announcements.
	
	Speaking
	
	  1. Learners will be able to state rules and regulations in different places. *E.g. at the hospital/on the plane/at the office/.....*
	
	  2. Learners will be able to discuss norms and standards.
	
	Reading
	
	  1. Learners will be able to distinguish facts and opinions in a text about principles.
	
	  2. Learners will be able to compare norms and standards in different countries in an article.
	
	Writing
	
	  1. Learners will be able to write rules and regulations in certain public places.
	
	  2. Learners will be able to write a paragraph about social etiquette and good manners.
		9 Hours

	Suggested Structure *You mustn't text while driving.* *You mustn't use your mobile phone in class.* *You don't have to have a licence to cycle on the road.* *We're supposed to arrive on time, but it is OK if we are a little late.* *You are not allowed to smoke here.* *Citizens are required to pay their taxes on time.* *It is banned/prohibited/forbidden to/..... .* **Task** 1. Doing a research and making a presentation about funny rules and regulations in different countries.	

H. LONGINGS
   1. Expressing Wishes and Regrets
   2. Imaginary Situations
   3. Memories
	Listening
	1. Learners will be able to discriminate wishes and regrets in a recorded text.
	2. Learners will be able to detect the results of imaginary situations in an audio/visual text.
	Speaking
	1. Learners will be able to talk about their regrets.
	2. Learners will be able to express their present and past wishes.	

	Reading	10 Hours
	1. Learners will be able to recognise implied meanings in a text about distant memories.	
	2. Learners will be able to indicate hypothetical situations in a text.	
	Writing	
	1. Learners will be able to write a paragraph about the consequences of their past misdeeds.	
	2. Learners will be able to write a diary entry on a memorable day.	
	Suggested Structure	
	If I knew where she lived, I would go and see her.	
	We wouldn't have been lost if we hadn't forgotten to take a map on our school excursion in the 8th grade.	
	If you hadn't lied to me before, I would believe you now.	
	I wish my brother were here. He is doing his military service.	
	I wish I had been in town last Monday, I wouldn't have missed her 100th birthday.	
	Task	
	1. Describing a vivid memory with some photos.	

İ. AS YOU LIKE IT
 	
  1. Describing Things and Actions
 	
  2. Comparing and Contrasting
 	
  3. Similes and Metaphors
	Listening
	
	1. Learners will be able to comprehend a recorded text about describing things and actions.
	
	2. Learners will be able to spot the expressions related to similes and metaphors in a recorded text.
	
	Speaking
	
	1. Learners will be able to describe things by making comparisons.
	
	2. Learners will be able to intervene in a discussion by using appropriate structures.
	
	E.g. May I add something quickly?/Sorry to interrupt/...
	
	Reading
	
	1. Learners will be able to examine literary devices in a paragraph.
	
	E.g. metaphors/similes/hyperbole…..
	
	2. Learners will be able to restate the main idea in an article.
	
	Writing
	
	1. Learners will be able to write a descriptive paragraph using literary devices.
	
	2. Learners will be able to write an illustration paragraph to support a general statement.
		10 Hours

	Suggested Structure *Winters are extremely cold in Siberia.* *The story is absolutely hilarious.* *The second race was not as easy as the first one.* *There weren't as many people there as I expected.* *This is the most interesting book I have ever read.* *I'm so hungry I could eat a horse.* *He is like a mouse in front of the teacher.* *She was a rock star at our last business presentation.* **Task** 1. Creating insightful quotations using various similes.	

J. CYBER WORLD
 	
  1. Internet of Things
 	
  2. Internet Safety
 	
  3. Virtual Reality
	Listening
	
	1. Learners will be able to identify features of futuristic technology in a recorded text.
	
	2. Learners will be able to comprehend the measures taken for Internet safety in an audio/visual text.
	
	Speaking
	
	1. Learners will be able to talk about common concerns regarding safety of Internet.
		9 Hours

2. Learners will be able to discuss how to solve technical problems.

Reading

1. Learners will be able to infer the meaning of unfamiliar words in a text about virtual reality.

2. Learners will be able to comprehend and article about Internet safety.

Writing

1. Learners will be able to write a paragraph about advantages and disadvantages of the Internet of things.

2. Learners will be able to write a report regarding an online privacy violation.

Suggested Structure

You will need to open a support request to have the block removed.

The new application lets you create a business profile and communicate with customers–even lets you save replies to your most frequently asked questions.

Social media platforms are making users accept their updated terms.

He got his router replaced.

Task

1. Describing an ideal smart home.

K. FLASHFORWARD	Listening	
1. Predictions	1. Learners will be able to identify assumptions in a recorded text.	
2. Assumptions	2. Learners will be able to identify the speaker's mood in a recorded text about future predictions.	
3. Expectations	*E.g. enthusiastic/pessimistic/expectant/…*	
	Speaking	
	1. Learners will be able to arrange, cancel and reschedule a/an meeting/appointment.	
	2. Learners will be able to make predictions about the future.	8 Hours
	Reading	
	1. Learners will be able to comprehend an article about future advances.	
	2. Learners will be able to draw conclusions from research findings about future.	
	Writing	
	1. Learners will be able to write a detailed text about their future expectations.	
	2. Learners will be able to write a paragraph making assumptions for the future.	

	Suggested Structure *When I finish this course, I will have been learning English for twenty years.* *By the time you arrive, I will have cooked something spectacular, and dinner will be on the table waiting for you.* *We will have visited all the most important cities in Europe by the end of the summer.* *By the year 2050, our holograms will be conducting meetings for us.* *We will have started the meeting by this time tomorrow.* **Task** 1. Comparing the future presented in science fiction movies with present time.	
L. MEDIA 1. Reporting News 2. Means of Communication 3. Social Media	**Listening** 1. Learners will be able to follow an extended speech about citizen journalism. 2. Learners will be able to comprehend TV/radio news and programmes about current affairs.	

	Speaking	
	1. Learners will be able to discuss pros and cons of social media.	
	2. Learners will be able to talk about real and fake news.	9 Hours
	3. Learners will be able to report news.	
	Reading	
	1. Learners will be able to differentiate stated and implied opinions in a text about media literacy.	
	2. Learners will be able to draw conclusions in an article on news websites.	
	Writing	
	1. Learners will be able to write a news report.	
	2. Learners will be able to write a "for and against essay" expressing their views on means of communication.	
	Suggested Structure	
	The U.S President promised not to cut back on education or healthcare.	
	They asked the police officer why the road was closed.	
	They denied that they had witnessed the incident.	
	It has been announced that they are going to cancel the tour.	
	He said he would run for presidential office the following year.	

	Task	
	1. Finding an interview with a famous person and reporting it to the class.	
TOTAL HOURS:		**108 HOURS**

İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU C1 DÜZEYİ		
THEMES AND FUNCTIONS	**OBJECTIVES, SUGGESTED STRUCTURES AND TASKS**	**HOUR**
A. SOCIAL ENVIRONMENT 1. Networking and Socialising 2. Bonding 3. Friendship	**Listening** 1. Learners will be able to draw conclusions from a recorded text about socialising. 2. Learners will be able to associate idiomatic and colloquial expressions with friendship in a recorded text. *E.g. keep up with/get together/get on well with/.....* **Speaking** 1. Learners will be able to initiate and maintain a small talk while networking. 2. Learners will be able to talk about social networking platforms. **Reading** 1. Learners will be able to summarise an article about lifelong bonding. 2. Learners will be able to guess the connotative meaning of words from the context about socialising. **Writing** 1. Learners will be able to write an informal e-mail.	8 Hours

	2. Learners will be able to write a paragraph about their social environment. **Suggested Structure** *They have known each other for a long time.* *He has written articles on different topics.* *Where have you been?* *I have been working on a new social media platform for sharing photos and videos for almost three years.* *What have you been doing for the last two years?* *Social distancing protocols have made it much harder for people to network professionally,* **Task** 1. Conducting an online research on English proverbs about friendship.	
B. WORLD TODAY 1. Environmental Issues 2. Protecting Nature 3. Natural Resources	**Listening** 1. Learners will be able to spot the key information in a recorded text about environmental issues. 2. Learners will be able to list the tips for protecting nature in an audio/visual text.	

	Speaking	9 Hours
	1. Learners will be able to discuss human effect to the environment.	
	2. Learners will be able to make suggestions to use natural resources efficiently.	
	Reading	
	1. Learners will be able to analyse a survey on renewable energy.	
	2. Learners will be able to interpret information in an article about ecotourism.	
	Writing	
	1. Learners will be able to write a paragraph about protecting the environment.	
	2. Learners will be able to write an essay an essay with references about environmental issues.	
	Suggested Structure	
	Greenhouse effect/carbon footprint/ozone layer depletion/.....	
	It is claimed that some of the consequences of global warming are frequent rainfall and heat waves.	
	Greenhouse effect is believed by many scientists to be responsible for the global warming of the last 50 years or more.	
	What people should know is 27,000 trees are cut down each day.	

	It is considered that reuse is the best green policy. *Species-rich wild forests are being destroyed to make way for cattle ranching, soybean or palm oil plantations, or other agricultural monocultures.* **Task** 1. Conducting a survey to learn about how environmentally conscious people are.	
C. IN THE EXTREME 1. Extremes on Earth 2. Extraordinary Circumstances 3. Emergency 4. Precautions	**Listening** 1. Learners will be able to comprehend a complex recorded text about record-setting extremes. 2. Learners will be able to identify details in a recorded text about precautions. **Speaking** 1. Learners will be able to talk about people living/working under extraordinary conditions. *E.g. people in Alaska/Sherpa people/Ethiopian athletes/.....* 2. Learners will be able to discuss what to do in case of emergency. *E.g. in case of fire/earthquake/avalanche/flood/....*	10 Hours

Reading

1. Learners will be able to comprehend a complex text about survival stories.
2. Learners will be able to find specific information in a text about extraordinary circumstances.

Writing

1. Learners will be able to compose a cause-and-effect essay about extreme weather.
2. Learners will be able to write a well-structured text about taking precautions for different situations.

Suggested Structure

Try your best, even if the task seems difficult.

Acetaminophen is dangerous to children only if dosage is too high.

As long as you are still alive, you will definitely encounter good things in life.

If it wasn't for your help, I would have been in big trouble.

If it weren't for those quick-thinking bystanders, I wouldn't be alive today.

According to the weather forecast, there might be a storm tomorrow.

If so, we'll go hiking another day.

	In case of fire, do not use the elevator. *Suppose/supposing that an earthquake devastates the city what shall you do?* **Task** 1. Making a presentation about Guinness World Records.	
D. TENDENCIES 1. Changing Trends 2. Advertisements 3. Fashion	**Listening** 1. Learners will be able to follow a complex presentation about fashion. 2. Learners will be able to find specific information in an advertisement. **Speaking** 1. Learners will be able to exchange views about changing trends in the world. *E.g. music/clothing/education/.....* 2. Learners will be able to discuss preferences. **Reading** 1. Learners will be able to comprehend a complex text about fashion. 2. Learners will be able to identify the needs/demands of people in a text about change.	9 Hours

	Writing 1. Learners will be able to write a detailed essay about the effects of advertisement on people. **Suggested Structure** *You should wear whatever suits you.* *Fashion allows you to be whoever you want to be.* *However good or bad a situation is, it will change.* *Wherever he goes, he readily accommodates to new circumstances.* *No matter how much it costs, the company will complete the campaign.* *A classic never goes out of style.* **Task** 1. Making a presentation about one of the trends of the 21st century. 2. Learners will be able to write an authentic commercial slogan.	
E. COLLABORATION 1. Conflict Management 2. Making Suggestions 3. Teamwork 4. Entrepreneurship	**Listening** 1. Learners will be able to grasp clues in a complex recorded text about conflict management. 2. Learners will be able to make inferences in a recorded text about collaboration.	

	Speaking	
	1. Learners will be able to make suggestions to resolve a conflict.	
	2. Learners will be able to discuss the efficiency of teamwork.	
	3. Learners will be able to talk about entrepreneurship.	
	Reading	9 Hours
	1. Learners will be able to detect specific information in a text about conflict resolution strategies.	
	2. Learners will be able to comprehend a complex text about entrepreneurship.	
	Writing	
	1. Learners will be able to write an essay about the importance of collaboration.	
	2. Learners will be able to write an essay about problem solving in crisis management.	
	Suggested Structure	
	There wasn't anything we could do.	
	Sometimes we don't need advice. We just need somebody to listen.	
	They always had an urge to do something and become the bigger and better version of themselves.	

	You'll have something you can do with your hands that nobody else can do. *We all have to start somewhere and doing something is better than nothing at all.* **Task** 1. Making a presentation about tips to improve collaboration in the workplace.	
F. INFORMATION SCIENCE 1. Collecting Data 2. Sources of Information 3. Facts and Opinions	**Listening** 1. Learners will be able to comprehend a complex recorded text about information science. 2. Learners will be able to follow a complex presentation about sources of information. **Speaking** 1. Learners will be able to deliver a detailed presentation about information literacy. 2. Learners will be able to discuss data collection methods and tools for data collection.	8 Hours

Reading

1. Learners will be able to make inferences from an article about information science.
2. Learners will be able to distinguish facts from opinions in a journal of information science.

Writing

1. Learners will be able to write an argumentative essay about facts and opinions.
2. Learners will be able to write an article about information technology.

Suggested Structure

Primary documents, secondary documents, tertiary documents.

The more resource you find, the better your presentation will be.

The more reliable the information is, the more readers it will reach.

The more you consult for advice, the more perspectives you will get.

The more I thought about her suggestion, the more doubtful I became.

The more carefully you plan, the better the result will be.

The harder you work, the more rapidly you will obtain results.

	Task 1. Conducting a research about quantum computing.	

G. ENTERTAINMENT
   1. Leisure Time Activities
   2. Shows
   3. Games and Sports
	Listening
	1. Learners will be able to follow a TV/radio programme.
	2. Learners will be able to list the rules of a sport/game in a recorded text.
	Speaking
	1. Learners will be able to discuss entertainment preferences.
	2. Learners will be able to describe a sport event/game.
	Reading
	1. Learners will be able to comprehend a complex text about entertainment.
	2. Learners will be able to paraphrase information in entertainment and TV magazines.
	Writing
	1. Learners will be able to write a well-organised compare and contrast essay about games and sports.
	2. Learners will be able to write a well-organised article about leisure time activities using cohesive devices.
		10 Hours

	Suggested Structure *Tennis tournament continues despite the bad weather.* *He did not give up in spite of suffering grievous injuries.* *Although bowling does not belong to the Olympic sports, it is among the most popular sports in special Olympics.* *A sport like figure skating or gymnastics is highly valued.* *Whereas I prefer reading fiction, my husband doesn't.* **Task** 1. Describing comfort zone in detail.	
H. GEOGRAPHY 1. Geographical Features 2. Climate 3. Population 4. Geographical Explorations	**Listening** 1. Learners will be able to comprehend a complex recorded text about geographical explorations. 2. Learners will be able to follow a documentary. **Speaking** 1. Learners will be able to talk about important geographical explorations in history. 2. Learners will be able to present clear and detailed descriptions of geographical features of a region.	9 Hours

Reading

1. Learners will be able to find specific information in an academic article about demography.

2. Learners will be able to recognize implicit meaning in a text about climate.

Writing

1. Learners will be able to write an expository a well-structured essay about a different culture they wonder.

2. Learners will be able to write a well-structured essay about population based on statistics.

Suggested Structure

Slope/dune/plateaus/meander/.....

I was wondering if there are any logical links between population and economic development.

I don't know if students have fully grasped how dunes are formed.

I wonder what will happen if world population keeps increasing at this rate.

Do you know if climate change has been caused by human activities?

Task

1. Reporting news from science and nature magazines.

İ. KNOWING YOURSELF 1. Self Confidence and Self Esteem 2. Strengths and Weaknesses 3. Time Management 4. Ambitions 5. Five Types of Mind	**Listening** 1. Learners will be able to comprehend a complex recorded text about achieving goals. 2. Learners will be able to find the specific information in a complex recorded text about time management. **Speaking** 1. Learners will be able to talk about their strengths and weaknesses. 2. Learners will be able to exchange ideas for self-confidence and self-esteem. **Reading** 1. Learners will be able to find specific information in a complex text about five types of mind. 2. Learners will be able to evaluate a biography of a successful person. **Writing** 1. Learners will be able to write their personal SWOT analysis. 2. Learners will be able to write an extended text about their ambitions. **Suggested Structure** *the disciplined mind, the synthesizing mind, the creating mind, the respectful mind and the ethical mind*	8 Hours

	I don't think you need help with your homework. You can do it yourself. *We're going to miss the deadline. You yourself said we would definitely finish in time!* *He wants to be an inspiration for his students to believe in themselves.* *How old is too old to start something new? This is a question that she would always ask herself whenever she finds herself with a new passion.* **Task** 1. Interviewing someone who has inspired you to be successful.	
J. LITERATURE 1. Literary Works 2. Literary Figures 3. Literary Criticism 4. Legends and Myths	**Listening** 1. Learners will be able to comprehend the characteristics of a work of art they have watched or listened. 2. Learners will be able to guess the genre in a complex recorded story. **Speaking** 1. Learners will be able to talk about legends and myths. 2. Learners will be able to analyse and discuss a literary device. *E.g. Evaluating the plot/characters/setting/climax, symbols etc.*	

	Reading	10 Hours
	1. Learners will be able to analyse a literary work in terms of literary devices.	
	E.g. personification/irony/hyperbole/.....	
	2. Learners will be able to summarise a well-known short story in English literature.	
	Writing	
	1. Learners will be able to create an authentic short story.	
	2. Learners will be able to write critical essay about a literary work.	
	Suggested Structure	
	synopsis/climax/resolution/genre/antagonist/protagonist/.....	
	The novel tells the story of a small village and the people who live there with some grim secrets.	
	Hamlet, written by Shakespeare sometime in the early 1600s, is among the classics.	
	Sherlock Holmes is a fictional private detective created by British author Sir Arthur Conan Doyle.	
	The Bloomsbury set located only a short distance from where Jones spent much of his childhood are revived and recontextualised through ornately beaded boots.	

	Task	
	1. Conducting a research about a famed literary figure.	
K. WORLD OF ECONOMY 1. Marketing 2. Shopping 3. Business	**Listening** 1. Learners will be able to guess the meaning of the idioms about money from the context in a recorded text. 2. Learners will be able to follow a presentation about finance. **Speaking** 1. Learners will be able to bargain while shopping. 2. Learners will be able to discuss various marketing strategies. *E.g. Viral marketing/paid media advertising/Internet marketing/...* **Reading** 1. Learners will be able to comprehend a complex text about growing industries. 2. Learners will be able to paraphrase information in business and finance magazines. **Writing** 1. Learners will be able to prepare an advertisement for a product. 2. Learners will be able to write a cause-and-effect essay about online shopping.	9 Hours

	Suggested Structure	
	bread and butter/money to burn/time is money/shopaholic/invest/	
	VAT/input/output/supply and demand/income/ outcome/revenue/	
	bargain/cash cow/…..	
	We can't compete against the big companies.	
	She has money to burn and is always shopping at fancy boutiques.	
	She told her son that he couldn't have the new game since money doesn't grow on trees.	
	His new company needs to do well because it's his bread and butter.	
	Task	
	1. Conducting a research about business lines	
L. FUN TIMES 1. Parodies 2. Sense of Humour 3. What Makes People Laugh	**Listening** 1. Learners will be able to get the point of jokes with cultural content. 2. Learners will be able to understand a recorded text about parodies. **Speaking** 1. Learners will be able to narrate the funniest incident in their lives. 2. Learners will be able to participate in a debate about what makes people laugh.	9 Hours

	Reading	
	1. Learners will be able to identify sarcastic remarks in a comic book or graphic novels.	
	2. Learners will be able to comprehend a complex text about cultural differences in humour perception.	
	Writing	
	1. Learners will be able to write a Turkish joke/anecdote in English.	
	2. Learners will be able to write comic book reviews.	
	Suggested Structure	
	It has been explained that laughter is sometimes caused by contrary emotional states such as embarrassment or apology.	
	In an article published in a science magazine, it is reported that a study's results indicate that humour is rooted in the frontal lobe of the cerebral cortex.	
	Nasreddin Hodja is believed to have been born in Hortu Village in Sivrihisar, Eskisehir province, present-day Turkey in the 13th century.	
	Task	
	1. Conducting a research about laughter therapy/laughter yoga.	
TOTAL HOURS:		**108 HOURS**

İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU C2 DÜZEYİ		
THEMES AND FUNCTIONS	**OBJECTIVES, SUGGESTED STRUCTURES AND TASKS**	**HOUR**

A. HUMAN JOURNEY
 	
  1. Civilizations
 	
  2. Ages in Human History
 	
  3. Events That Changed Our World
	Listening
	
	  1. Learners will be able to comprehend a documentary about historical events.
	
	  2. Learners will be able to make appropriate inferences from an audio/visual text on human history.
	
	Speaking
	
	  1. Learners will be able to discuss the events that had the greatest impact on world history.
	
	  2. Learners will be able to make comparisons with different civilizations.
	
	Reading
	
	  1. Learners will be able to evaluate an article about the impact of different empires in the world.
	
	  2. Learners will be able to comprehend an academic text about civilizations and empires.
		10 Hours

Writing

1. Learners will be able to write a cause-and-effect essay about an historical event and its consequences.

2. Learners will be able to write a compare and contrast essay about ancient and modern civilizations.

Suggested Structure

The Incredible Human Journey is a five-episode science documentary film presented by Alice Roberts, based on her book by the same name.

Built to protect Ancient Chinese states and empires against the raids and invasions of nomadic groups, the Great Wall of China has been in existence since the 7th century BC.

After carefully looking at the beautiful wood pieces, you turn around and find a wall full of mixed media handmade paper pieces.

This research is cutting edge and very exciting as it impacts on how we view humans and animals traversing the lands at that time, and their interactions with each other and past ecosystems.

She set to work examining 60,000 bone fragments that were excavated from at least 11 limestone caves across Ireland in the late 1800s to mid-1900s.

	Task
	
	  1. Conducting a research about major time periods in history.
	
	     E.g. Ancient Greece, Ancient Rome, Byzantine Empire, Ottoman Empire…	

B. HOW CAN WE HELP?
 	
  1. Community Spirit
 	
  2. Community Helpers
 	
  3. Voluntary Work
	Listening
	
	  1. Learners will be able to follow a live or recorded lecture about welfare.
	
	  2. Learners will be able to identify the underlying message in a recorded text about community helpers.
	
	Speaking
	
	  1. Learners will be able to elaborate a conversation about community services.
	
	  2. Learners will be able to take part in a conversation about voluntary work.
	
	Reading
	
	  1. Learners will be able to evaluate arguments in an article about voluntary work.
	
	  2. Learners will be able to make inferences in a text about community spirit.
		9 Hours

	Writing	
	1. Learners will be able to write a persuasive essay about community work.	
	2. Learners will be able to write an argumentative essay about the benefits of volunteering.	
	Suggested Structure	
	What differentiates virtual communities from their physical counterparts is the extent and impact of weak ties.	
	All she wants to do is to work as a volunteer in a poor country.	
	It is their genuine tradition that helps local communities maintain their identities.	
	Task	
	1. Conducting a research on how to volunteer in a community organisation.	
C. RECRUITMENT 　1. Workspaces 　2. Interviews 　3. Internship	**Listening** 1. Learners will be able to comprehend specific information in an interview. 2. Learners will be able to understand the minutes of a meeting.	

	Speaking	
	1. Learners will be able discuss internship requirements.	
	2. Learners will be able to introduce themselves in an interview referring to their résumés.	
	Reading	10 Hours
	1. Learners will be able to comprehend a cover letter and résumé for a professional position.	
	2. Learners will be able to analyse job advertisements.	
	Writing	
	1. Learners will be able to write a well-structured essay about an ideal workspace.	
	2. Learners will be able to write a letter of intent for an application.	
	Suggested Structure	
	Linkers and Connectors (to show contrast/reason and cause/purpose/consequence/ addition/exemplification…)	
	Spaces can be designed to favour engagement to achieve certain outcomes. For example, if a call centre wants improved productivity, the space should favour engagement—getting the team to interact more.	

	A recent research indicates that interactions and engagement decrease as the physical distance between work groups gets bigger, whereas online engagement increases with the number of users. *There are very few quoted law firms in the world, and none in the USA, as it is not allowed. Despite this, there is a ready market for buying and selling law firms.* **Task** 1. Conducting a research about career paths.	
D. ENCOURAGEMENT 1. Fear and Courage 2. Acts of Bravery 3. Motivation	**Listening** 1. Learners will be able to follow a speech about acts of courage. 2. Learners will be able to comprehend a complex recorded text about motivation. **Speaking** 1. Learners will be able to narrate a story of courage. 2. Learners will be able to discuss how to overcome fear. 3. Learners will be able to gain and maintain the interest of the listener(s).	9 Hours

Reading

1. Learners will be able to compare and contrast a range of different inspiring stories of courage and bravery.

2. Learners will be able to comprehend the implications of a complex text about bravery.

Writing

1. Learners will be able to write a narrative essay about heroism.

2. Learners will be able to write a motivational letter.

Suggested Structure

Prepositional Phrases (E.g. with respect to…/on behalf of…/regardless of…/at the expense of…)

You can learn to feel less fearful and to cope with fear so that it doesn't stop you from living.

Acts full of courage can happen on the grand scale, but also on the smaller, day to day life level.

Most of the time, it's not worth quitting just because you feel discouraged.

In my experience, we tend to judge people who are fearful, regardless of their age.

This works better for us in terms of building a team.

	Task 1. Narrating a heroic story.	

E. WANDERLUST
    1. Travel Destinations
    2. Navigation
    3. Itineraries
    4. Recreational Activities
	Listening
	1. Learners will be able to comprehend the details in a complex recorded text about travel itinerary.
	2. Learners will be able to infer the meaning of unfamiliar expressions in a recorded text about navigation.
	Speaking
	1. Learners will be able to talk about their favourite travel destinations clearly and elaborately.
	2. Learners will be able to discuss recreational activities.
	Reading
	1. Learners will be able to understand the inferences in an article about travel types.
	2. Learners will be able to comprehend the details in a long and complex travel guide.
	Writing
	1. Learners will be able to write an informal e-mail suggesting popular travel destinations in Turkey.
		8 Hours

	2. Learners will be able to write a recommendation letter for someone to obtain a travel visa. **Suggested Structure** *backpacking/RV road trip/volunteer travel/gap year/event travel/destination/.....* *Not a sound could be heard during the journey.* *No sooner had I arrived at the station than the train came.* *Never have I encountered such serene mountains.* *On no account should you sit around the campfire.* **Task** 1. Preparing a slide show about their favourite trip. 2. Preparing a pamphlet about a tourist attraction in their own country.	
F. CELEBRATIONS 1. Festive Seasons 2. Religious Celebrations 3. Cultural Experiences 4. Differences and Similarities	**Listening** 1. Learners will be able to comprehend colloquial phrases about festivals in an audio/visual text. 2. Learners will be able to follow running commentary of a celebration event.	9 Hours

Speaking

1. Learners will be able to describe a religious celebration in detail.
2. Learners will be able to talk about differences and similarities between Turkish and other cultures.

Reading

1. Learners will be able to paraphrase information in a complex text about cultural experiences.
2. Learners will be able to comprehend finer points and implications of a complex article about celebrations in a foreign country.

Writing

1. Learners will be able to write a cross-cultural experience essay.
2. Learners will be able to compose an article about festive seasons in a foreign country.

Suggested Structure

The thing I like about local festivals is people who get together to feel festive.

On the weekend, we went to my uncle's cabin in the woods that was restored for family gatherings.

There was a suggestion that the event should be postponed.

	Something that surprised me most about Asia was how people were so kind. *"Happy Eid" or "Eid Mubarak" is what people say to celebrate Eid-Al-Fitr-Ramadan Festival.* *Christmas Dinner is a meal which typically consists of roasted turkey and mashed potatoes.* **Task** 1. Making a presentation about a local festival.	
G. URBANISATION 1. Migration 2. Integration 3. Land Development	**Listening** 1. Learners will be able to follow a recorded text about urban sprawl. 2. Learners will be able to comprehend the details in an audio/visual text about integration. **Speaking** 1. Learners will be able discuss the effects of migration. 2. Learners will be able to discuss land development and its effects. **Reading** 1. Learners will be able to evaluate cultural references in an article about migration.	9 Hours

	2. Learners will be able to detect the reasons for counter urbanisation in an article.
	
	Writing
	    1. Learners will be able to write an essay about challenges immigrants face in metropolises.
	    2. Learners will be able to write a cause-and-effect essay about culture shock.
	
	Suggested Structure
	
	suburbs/urban sprawl/facilities/infrastructure/sanitary/road
	safety/poor air quality/increasing energy demand/housing…
	Punctuation Marks
	A great number of people must have been displaced during the urban
	sprawl of the early 80s.
	City planners should have forecasted the negative effects of the project.
	The city's overpopulation problem may have been solved through the
	construction of high-rise apartments.
	
	Task
	    1. Conducting a research on successful urban plannings.	

H. THE COSMOS
 	
   1. Space Technology
 	
   2. Celestial Events
 	
   3. Space Exploration
	Listening
	
	   1. Learners will be able to make inferences in a complex recorded text about celestial events.
	
	   2. Learners will be able to comprehend a complex recorded text about space technology.
	
	Speaking
	
	   1. Learners will be able to participate in a debate about life in outer space.
	
	   2. Learners will be able to discuss how space technology improves people's lives.
	
	Reading
	
	   1. Learners will be able to infer meanings of unfamiliar words in an article about the Solar System.
	
	   2. Learners will be able to identify specific information in a scientific article about celestial events.
	
	   E.g. equinox/solar eclipse/lunar eclipse/meteor shower/.....
	
	Writing
	
	   1. Learners will be able to write a well-structured article about the advances in space technology.
		8 Hours

2. Learners will be able to write a biographical essay about well-known astronomers.

   E.g. statistics/analyses/polls/...

Suggested Structure

   equinox/extra-terrestrial/constellation/shuttle/orbit/launch/outer space/.....

   The name of China's first Mars rover will be announced at the opening ceremony on Saturday.

   The Lyrid meteor shower lasts from around April 16 to 25 and the peak this year is expected to happen before dawn April 22 after the moon sets.

   The full moon in April, known as the pink moon, will be a super one and when it rises, you'll be able to see it at its biggest point.

   NASA had originally aimed to conduct the first Red Planet flight of its Ingenuity helicopter, the first-ever powered flight on a world beyond the Earth.

Task

   1. Conducting a research about spectacular celestial events in history.

İ. GLOBALIZATION	Listening	
1. Effects of Globalisation	1. Learners will be able to comprehend significant information in a recorded text about effects of globalization.	
2. Global Issues	2. Learners will be able to follow a lecture or documentary about global issues.	
3. Global Awareness	**Speaking**	8 Hours
	1. Learners will be able to discuss pros and cons of globalization.	
	2. Learners will be able to talk about how to make globalization more just.	
	Reading	
	1. Learners will be able to comprehend a specialised article about global awareness.	
	2. Learners will be able to identify some nuances from different viewpoints in a text about human rights.	
	Writing	
	1. Learners will be able to write a detailed essay with statistics about globalization.	
	2. Learners will be able to write an essay about solidarity.	

	Suggested Structure *Marine conservation, wildlife conservation, global public health, human rights, social economic development, climate crisis, environmental sustainability…* *It is imperative that globalization promote and increase interactions between different regions and populations around the globe.* *It is vital that there should be increased awareness on global issues.* **Task** 1. Conducting a research about institutions and organizations working for global awareness.	
J. THE UNEXPLAINED 1. Mysteries of the World 2. Unidentified Things 3. Myths and Legends	**Listening** 1. Learners will be able to follow a recorded text delivered at natural speed about unexplained events. 2. Learners will be able to infer meaning from a recorded text about mystery exploration. **Speaking** 1. Learners will be able to exchange ideas about unidentified flying objects.	9 Hours

2. Learners will be able to talk about legends and myths.

Reading

1. Learners will be able to understand the finer points and implications of a complex text about unexplained phenomena.

2. Learners will be able to summarise a literary writing about legends.

Writing

1. Learners will be able to write their interpretations of unexplained phenomena.

2. Learners will be able to write a legendary story.

Suggested Structure

It's almost as if it is a lifetime goal for him to find a reasonable explanation for the lost plane in Bermuda Triangle.

They started to feel as though unexplained coincidences would occur.

… as though legends had remained unchanged through centuries and across geographic and ethnic boundaries.

Task

1. Making a presentation about myths, legends, or other unexplained phenomena.

E.g. the lost continent Atlantis/ Bermuda Triangle/Dancing Plague/ Nazca drawings in Peru, Egyptian pyramids, Loch Ness monster…

K. AGRICULTURE
 	
  1. Ecosystems
  2. Pesticides
  3. Organic Farming
  4. Food Chain
	Listening
	
	1. Learners will be able to follow a live or recorded lecture about agriculture.
	2. Learners will be able to infer the meaning of unfamiliar words in an audio/visual text about ecology.
	
	Speaking
	
	1. Learners will be able to deliver a detailed presentation about food chain.
	2. Learners will be able to discuss organic farming.
	
	Reading
	
	1. Learners will be able to interpret a complex text with graphs about pesticide use.
	2. Learners will be able to evaluate a complex report that describes ecosystem.
	
	Writing
	
	1. Learners will be able to write a research paper about agribusiness.
	2. Learners will be able to write an argumentative essay about the impacts of pesticides on humans, animals, or the environment.
		10 Hours

	Suggested Structure *forestry/botany/harvest/livestock/domesticated/cultivation/* *herbivore/omnivore/carnivore/GDO/insecticides/.....* *Most pesticides are intended to serve as plant protection products. Although some are banned in certain countries, genetically modified organisms are widely used.* *The major agricultural products can be broadly grouped into foods, fibres, fuels and raw materials.* *The development of agriculture enabled the human population to grow many times larger than could be sustained by hunting and gathering.* **Task** 1. Conducting a research on e-agriculture.	

L. BUILDING BRIDGES
  1. Empathy
  2. Overcoming Barriers
  3. Respect for Differences
	Listening
	  1. Learners will be able to comprehend idiomatic expressions in a recorded text about building bridges.
	    E.g. join hands/put up walls/break down barriers/reach across borders/.....	

	2. Learners will be able to make inferences in a recorded text about empathy.	9 Hours
	Speaking 1. Learners will be able to take part in a debate about overcoming barriers. 2. Learners will be able to intervene in a discussion respectfully to redirect the argument. **Reading** 1. Learners will be able to associate different perspective with their own in an article about empathy. 2. Learners will be able to comprehend the details in a complex text about communication. **Writing** 1. Learners will be able to write an argumentative essay about building bridges. 2. Learners will be able to write a research paper about respect for differences. **Suggested Structure** *Be as hard as nails, to be in a stew, spare a thought for somebody, from where I stand/at odds with someone....*	

	Conditionals without "If" (E.g. unless/should/as long as/provided that…/providing that…/supposing…) *We can reshape the world provided that empathy is our guide.* *As long as the expectation is explicit, mutual understanding is inevitable.* *Supposing that we could break down all the barriers in today's world, we would certainly embrace peace and serenity.* *Let us not forget that had it not been for empathy, there would never be justice for all.* **Task** 1. Conducting a research about how to improve cross-cultural communication.	
TOTAL HOURS:		**108 HOURS**

ÖLÇME VE DEĞERLENDİRMEYLE İLGİLİ ESASLAR

Program süresince dört farklı ölçme ve değerlendirme faaliyeti gerçekleştirilir.

1. Programın başında istenmesi hâlinde kursiyerlerin seviyesini belirlemek amacıyla kurum bünyesinde dört dil becerisinin ölçülmesine yönelik seviye tespit sınavı yapılabilir. Bu sınav sonucuna göre kursiyerin kendisine uygun seviyeden programa başlaması sağlanır.

2. Programda yer alan her seviye sonunda Millî Eğitim Bakanlığı Özel Kurslar Sınav Yönergesi doğrultusunda dört dil becerisinin ölçülmesine yönelik Seviye Tamamlama Sınavı yapılır. Bu sınavda her dil becerisi için 100 üzerinden 60 ve üzeri puan almak koşuluyla tüm becerilerden aldığı puanların ortalaması 60 ve üzeri olan kursiyerler başarılı sayılarak bir üst seviyeye geçmeye hak kazanır.

3. Program sonunda Millî Eğitim Bakanlığı Özel Kurslar Sınav Yönergesi doğrultusunda dört dil becerisinin ölçülmesine yönelik olarak Kurs Bitirme Sınavı yapılır. Bu sınavda her dil becerisi için 100 üzerinden 60 ve üzeri puan almak koşuluyla tüm becerilerden aldığı puanların ortalaması 60 ve üzeri olan kursiyerler başarılı sayılır.

4. Dinlediğini anlama ve okuduğunu anlama becerilerine yönelik sınavlar kısa cevaplı, çoktan seçmeli, doğru-yanlış veya eşleştirme gibi madde türlerinden biri ya da birkaçının kullanıldığı formatta hazırlanır. Yazma becerisine yönelik sınavlarda seviyeye göre kısa cevaplı veya açık uçlu madde türleri kullanılır. Konuşma becerisini ölçmek için dereceli puanlama anahtarı hazırlanır. Konuşma becerisinin ölçülmesinde aşağıdaki tabloda yer alan ölçütler dikkate alınır.

Communication	30
Fluency	25
Accuracy	20
Vocabulary	20
Pronunciation	5
TOTAL	**100**

5. Program süresince süreç değerlendirme kapsamında her tema sonunda izleme testleri uygulanarak kursiyerlerin kazanımlara ulaşma düzeyleri ölçülür. Bu sınavlardan elde edilecek sonuçlar başarı değerlendirmesinde kullanılmaz.

BELGELENDİRME

Her seviye sonunda yapılan sınavlarda başarılı olan kursiyerlere Özel Öğretim Kurumları Mevzuatı çerçevesinde "Seviye Tamamlama Belgesi" düzenlenir. Programın sonunda yapılan sınavda başarılı olan kursiyerlere Özel Öğretim Kurumları Mevzuatı çerçevesinde "Kurs Bitirme Belgesi" düzenlenir.

PROGRAMIN UYGULANMASINDA KULLANILACAK ÖĞRETİM ARAÇ GEREÇLERİ

1. Ders notları
2. Sözlük
3. İngilizce flashcardlar
4. Öğretici resimler
5. İngilizce dergi, roman, hikâye kitabı vb.
6. Akıllı tahta veya projeksiyon cihazı
7. İnternet erişimi
8. İlan panosu