

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

Sayı	01	Konu: 11-15 Yaş Grubu İçin İngilizce Kurs Programı
Tarih	02.01.2023	
Kurulda Gör. Tarihi	20/12/2022	
Önceki Kararın Tarih ve Sayısı	22/10/1990-143	

Özel Öğretim Kurumları Genel Müdürlüğünün 18/11/2022 tarihli ve E-10058203-101.04-63806140 sayılı yazısı üzerine Kurulumuzda görüşülen 11-15 Yaş Grubu İçin İngilizce Kurs Programı'nın ekli örneğine göre kabulü,

Kurulumuzun 22/10/1990 tarihli ve 143 sayılı kararıyla kabul edilen 9-15 Yaş Grubu İngilizce Kursu Öğretim Programı'nın uygulamadan kaldırılması hususunu uygun görüşle arz ederiz.

Fatih KIRATLI
Üye

Prof. Dr. Selahattin ARSLAN
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Kurul Başkanı

UYGUNDUR
.../.../2022

Mahmut ÖZER
Millî Eğitim Bakanı

PROGRAMIN ALAN ADI	:	
PROGRAMIN SEVİYESİ	:	
PROGRAMIN KREDİSİ	:	
PROGRAMIN ADI	:	11-15 Yaş Grubu İçin 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 Başvuru Metni (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 11-15 yaş arası 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 anlayabilmeleri

Konuşma

- Basit ve çoğunlukla kalıplaşmış ifadeler kullanarak insanları ve mekânları betimleyebilmeleri

Okuduğunu Anlama

- Bilindik isim, sözcük ve basit ifadeler seçerek ve gerektiğinde tekrar okuyarak çok kısa ve basit metinleri anlayabilmeleri

Yazma

- Basit, kalıplaşmış ifadeler ve cümleler yazabilmeleri

A2 DÜZEYİ

Dinlediğini Anlama

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

Konuşma

- Kısa ve art arda sıralanmış basit ifadeler ve tümceler ile basit betimlemeler yapabilmeleri

Okuduğunu Anlama

- Günlük dilde yaygın şekilde kullanılan sözcükleri ve alışlagelmiş somut konuları içeren kısa ve basit metinleri anlayabilmeleri
- Çok sık kullanılan sözcüklerden oluşan ve uluslararası sözcükleri içeren kısa ve basit metinleri anlayabilmeleri

Yazma

- Basit bağlaçlar kullanarak bir dizi basit ifade ve cümleler yazabilmeleri

B1 DÜZEYİ

Dinlediğini Anlama

- Dinlediği bir metindeki günlük yaşam veya meslekler hakkındaki bilindik ve karmaşık olmayan bilgileri anlayabilmeleri
- Anlaşılır biçimde ve bilindik bir aksanla konuşulduğunda ana bildirim ve ayrıntılı bilgileri anlayabilmeleri
- Eğitim ve boş zaman etkinlikleri gibi bilindik ya da az bilindik konularda anlaşılır bir dil kullanıldığında söyleneni ana hatlarıyla anlayabilmeleri
- Kısa hikâyeleri anlayabilmeleri

Konuşma

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

Okuduğunu Anlama

- Kendi ilgi alanlarıyla ilgili konular üzerine okuduğu karmaşık olmayan metinleri anlayabilmeleri

Yazma

- Bir dizi kısa metin bölümünü birleştirerek karmaşık olmayan, alışlagelmiş birçok konuyu içeren bağlantılı metinler oluşturabilmeleri

B2 DÜZEYİ

Dinlediğini Anlama

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

Konuşma

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

Okuduğunu Anlama

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

Yazma

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

C1 DÜZEYİ

Dinlediğini Anlama

- Yabancı bir aksanın kullanıldığı, bilmediği soyut ve karmaşık konular hakkındaki sunumları anlayabilmeleri
- Çok çeşitli deyimleri ve günlük dildeki anlatım biçimlerini anlayabilmeleri
- Farklı hitap tarzlarını anlayabilmeleri

- İyi yapılandırılmamış ve bağlantıları açıkça belirtilmemiş uzun konuşmaları ve görüşmeleri takip edebilmeleri

Konuşma

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

Okuduğunu Anlama

- Uzun ve karmaşık metinleri zor bölümleri birkaç kere okuduğunda ayrıntılarıyla anlayabilmeleri

Yazma

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

C2 DÜZEYİ

Dinlediğini Anlama

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

Konuşma

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

Okuduğunu Anlama

- Yazılı metinlerin çoğunu (soyut, yapısal olarak karmaşık ya da günlük konuşma dilini kapsayan edebî olan ya da olmayan metinler de dâhil) anlayabilmeleri ve eleştirip yorumlayabilmeleri
- İnce üslup farklılıkları ve örtük anlamlar dâhil geniş kapsamlı, uzun ve karmaşık metinleri anlayabilmeleri

Yazma

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

PROGRAMIN UYGULANMASI İLE İLGİLİ AÇIKLAMALAR

1. Programda iletişimsel dil öğretimi yaklaşımı temel alınmıştır. Bu yaklaşıma uygun olarak öğretme-öğrenme sürecinde çocukların hedef dilde birbirleriyle ve eğitici ile etkileşime girmeleri sağlanır. Çocukların birbiriyle ve eğitici ile kişisel deneyimleri, düşünceleri ve yaşama dair çeşitli konular hakkında etkileşime girmelerine yönelik etkinlikler yapılır. Konular çocukların 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 sürecinin programın hedef kitesini oluşturan çocukların gelişim ve öğrenme özellikleri dikkate alınarak planlanması gerekmektedir. Bu yaş grubundaki çocukların hayal güçlerinin gelişmiş olması, yetişkinlere oranla daha çabuk sıkılması, keşfederek öğrenmeye ilgi duyması, taklit ederek öğrenmeye yatkın olması ve biçimden daha çok anlama odaklı olması derslerde uygulanacak etkinliklerin planlanmasında dikkate alınmalıdır. Etkinliklerin çocukların ilgisini çekecek, İngilizce öğrenmeye karşı olumlu tutum kazandıracak, sınıf içi etkileşimi artıracak ve öğrenen özerkliğini sağlayacak nitelikte olması sağlanmalıdır. Ayrıca çocukların yabancı dili deneyimleyerek daha anlamlı bir şekilde öğrenmelerini sağlamak amacıyla öğrencilere somut öğrenme yaşantılarının sunulması önemlidir.
4. 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 öğretim ilkeleri dikkate alınır.
5. Eğiticilerden sınıf etkinlikleri sırasında kolaylaştırıcı, danışman ve gözlemci olarak hareket etmeleri beklenir. Eğiticiler sınıf etkinliklerini planlarken çocuklar için anlamlı olan gerçek

yaşam durumlarını tercih etmelidir. Etkinliklerin çocukların kişisel, kültürel, dilsel, sosyal ve akademik deneyimleriyle uyumlu olmasına dikkat edilmelidir. Çocukların hatalı çıktısına karşı olumsuz bir tutuma sahip olmak yerine, hatalara karşı olumlu bir bakış açısı benimsenmelidir. Yapılan hatalar çocukların düzeyini belirlemek ve buna göre uygun iletişim etkinlikleri tasarlamak için fırsat olarak görülmelidir. Çocukların yaratıcı ve eleştirel düşüncelerini teşvik etmek için farklı dil etkinliklerine katılmaları desteklenmelidir.

6. Çocukların dil becerilerini geliştirmek amacıyla ders notlarına ek olarak öğretme-öğrenme sürecinde ağırlıklı olarak otantik materyaller kullanılır. Bu materyaller çocuklar için yapay materyallerden daha motive edicidir. Otantik materyaller öğrenme ortamı ile dış dünya arasında bir bağlantı oluşturdukları için çocukların ilgi ve ihtiyaçlarına daha çok hitap etmektedir. Bunun yanı sıra derslerde hikâye kitapları, film, radyo programları, animasyonlar, şarkılar, etiketli ürünler, formlar, otobüs veya tren tarifeleri, bilet ve telefon gibi materyaller kullanılır.
7. Çocukların 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 çocukların kaygılarını giderici tedbirler alınmalıdır. Ders içi etkinliklerin dışında da hedef dile maruz kalmanın sağlanması için çocukların seviyelerine, ilgi ve ihtiyaçlarına uygun filmleri ve programları izlemesi, internet sayfalarını incelemesi, radyo/podcast yayınlarını dinlemesi, İngilizce kitap ve dergi okuması, ana dili İngilizce olan veya ileri düzeyde İngilizceye sahip kişilerle günlük olarak pratik yapmaları sağlanmalıdır.
8. Çocukların 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. Bunun yanı sıra çocukların derslerdeki etkinliğini artırarak programın kazanımlarına ulaşmalarına destek olmak amacıyla çeşitli bilgisayar uygulamaları, yazılımlar ve cihazlardan faydalanılması 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 çocukların 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. Çocukların otantik dinleme metinlerinde cümleler arasındaki ilişkileri, ifadelerdeki tonlamaları ve telaffuzları, bağlam içinde kullanılan dil yapılarını ve kullanılan kısaltmaları fark etmeleri sağlanır. Çocukların dinleme etkinliklerine aktif olarak katılmaları ve dinleme stratejilerini kullanmaları teşvik edilir. Çocukların dinleme etkinliklerinde birbiriyle etkileşime girmeleri ve iş birliği yapmaları sağlanır. İşitsel özellikteki metinlerde çocukların konuşmacının jest ve mimiklerini görmesi mümkün olmadığından kullanılacak metinlerin görsel-işitsel olmasına özen gösterilir.
12. Okuduğunu anlama becerisinin gelişimi için çocukların 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 çocuklara farklı bağlamlarda konular verilir. Çocukların resmî ve resmî olmayan metin türlerine uygun tarzda üretimde bulunmasına yönelik etkinlikler planlanır. Çocukların 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, günlük yazma, CV yazma, kısa öykü yazma, makale yazma, yaratıcı yazma, şiir yazma, paragraf tamamlama türünden etkinlikler yapılır. Çocukların çalışmalarının değerlendirilmesinde eğitici ve akran değerlendirmesinin yanı sıra öz değerlendirme yöntemi de kullanılır.

14. Konuşma becerisinin gelişimi için yapılacak etkinlikler çocukların resmî ve resmî olmayan durumlarda rahatça iletişim kurmasına yönelik olarak planlanır. Etkinliklerin planlanmasında çocukların seviyesine ve konunun gerçek yaşamla ilişkili olmasına özen gösterilir. Konuşma etkinliklerinde grup tartışmaları, yaratıcı drama etkinlikleri, sözcük tarif etme oyunu, mülakat, diyalog kurma gibi etkinlikler yapılır. Çocukların akranları ile 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 çocukların dili bir bütün içinde öğrenmeleri sağlanır. Örneğin çocukların dinledikleri bir metinle ilgili soruları sözlü ve yazılı olarak cevaplamaları, cevaplarında dil yapılarını doğru kullanmaları, doğru sözcükleri kullanmaları sağlanarak öğretimin bütünlüğü sağlanır.
16. Programda yer alan her üniteye önerilen temalar yoluyla çocukların İngilizceyi ders içinde ve ders dışında oyun oynayarak, araştırarak ve eğlenerek öğrenmesi amaçlanmaktadır. Eğitici tarafından gerekli görülmesi hâlinde alternatif görevler belirlenerek derslerde uygulanabilir.
17. Öğretme-öğrenme sürecinde yapılacak etkinlikler ve kullanılacak öğretim materyallerinin iletişimsel dil öğretimi yaklaşımına, programın amaçlarına, çocukların 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

11-15 YAŞ GRUBU İÇİN İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU

A1 DÜZEYİ

THEMES AND FUNCTIONS	OBJECTIVES, SUGGESTED STRUCTURES AND TASKS	HOUR
<p>A. NICE TO MEET YOU</p> <ol style="list-style-type: none">1. Greeting People2. Personal Information3. Classroom Language	<p>Listening</p> <ol style="list-style-type: none">1. Learners will be able to follow the instructions in a short and simple audio-visual text about classroom language. <i>E.g. pay attention/be quiet/open your book/.....</i>2. Learners will be able to recognize familiar words in a recorded text about greetings. <p>Speaking</p> <ol style="list-style-type: none">1. Learners will be able to greet people and introduce themselves.2. Learners will be able to ask and respond to personal questions. <p>Pronunciation</p> <ol style="list-style-type: none">1. Learners will be able to spell their names and simple words. <p>Reading</p> <ol style="list-style-type: none">1. Learners will be able to comprehend a simple text giving personal information.2. Learners will be able to recognize greeting phrases in a short text. <p>Writing</p> <ol style="list-style-type: none">1. Learners will be able to write a short paragraph to introduce themselves.2. Learners will be able to fill in simple forms with personal information.	<p>6 Hours</p>

Suggested Structure

Hello!/Hi!/Hey!

Subject Pronouns

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

The Alphabet

How do you spell your name?

It is G-E-O-R-G-E, George.

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. Learning and singing the Alphabet song.
2. Playing the “Simon Says” game.
3. Playing the “Hangman” game.

	4. Acting out in a simple role-play about the first day of the school.	
<p>B. HOME AND FAMILY</p> <ol style="list-style-type: none"> 1. Family Members 2. Rooms in a House 3. Household Objects 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to recognise parts of a house in a short and simple audio-visual text. 2. Learners will be able to comprehend a simple recorded text about family. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to introduce their family. 2. Learners will be able to give simple information about their houses. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Learners will be able to produce “-th” sound correctly. <i>E.g. 'voiced th' /ð/as in <u>this</u> and 'unvoiced th' /θ/as in <u>thing</u></i> <p>Reading</p> <ol style="list-style-type: none"> 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. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a short description of their family members. 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.

Our dining is room big.

The master bedroom is tidy.

This is a smart TV.

That is an umbrella.

These CDs are your brother's.

Those are lamps.

The kitchen table is dirty.

Is this your room?

Is the kitchen big?

Are these your parents?

Task

1. Preparing a family tree.
2. Introducing family members showing their photos.
3. Describing their favourite room.

<p>C. PEOPLE</p> <ol style="list-style-type: none"> 1. Countries and Nationalities 2. Appearances 3. Personality Traits 	<p>Listening</p> <ol style="list-style-type: none"> 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. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about countries and nationalities. 2. Learners will be able to describe appearances. <p>Reading</p> <ol style="list-style-type: none"> 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. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a paragraph about their personality traits. 2. Learners will be able to write a short descriptive text about people from different countries. <p>Suggested Structures</p> <p><i>Where are you from?</i></p> <p><i>I'm from /My hometown is/.....</i></p> <p><i>Where are they from?</i></p>	<p>8 Hours</p>
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They are from Türkiye.

What is your nationality?/What nationality are you?

I'm Turkish.

What nationality is she/he?

She is British/He is Spanish/.....

south/north/east/west

Where is Russia?

It is in the north.

Really/very

What is she like?

She is short, slim and she has got big brown eyes.

He has got very short hair.

Your sister is really cute.

You are a very funny person.

You are so kind.

What's he like?

He is friendly and kind.

Task

1. Matching flags with countries.
2. Making a presentation to describe their favourite person.

<p>D. AT SCHOOL</p> <ol style="list-style-type: none"> 1. School Subjects 2. Classroom 3. School Supplies 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to identify words related to school subjects in an audio-visual text. 2. Learners will be able to find specific information in a recorded text about school supplies. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to describe their classrooms. 2. Learners will be able to talk about school subjects. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Learners will be able to produce the words ‘<i>their</i>’, ‘<i>there</i>’, ‘<i>they’re</i>’ correctly. <i>Their</i> /ðeə(r)/, <i>There</i> /ðeə(r)/, <i>They’re</i> /ðeə(r)/ <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to identify descriptive words in a paragraph about classrooms. 2. Learners will be able to classify words related to school subjects in a text. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a short paragraph about their favourite school subjects. 2. Learners will be able to write a simple text to describe their classroom. 	<p>9 Hours</p>
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Suggested Structure

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

There's a new student in the class.

There's a smartboard in the classroom.

Is there an air-conditioner in your classroom?

Yes, there is./No, there isn't.

There are five laptops in the computer lab.

The garbage bin is next to the door.

Where is your pencil case?

It is in my school bag.

Where are the notebooks?

They are on the shelf.

What is in your schoolbag?

There are books and pencils.

Where is the marker?

It's in front of the board.

What's your favourite subject?

My favourite subject is English.

	<p>Task</p> <ol style="list-style-type: none"> 1. Describing their classroom. 2. Playing the “Yes and No” game to predict the school supplies. 	
<p>E. MAKE A CHOICE</p> <ol style="list-style-type: none"> 1. Favourite Things 2. Likes and Dislikes 3. Hobbies and Interests 	<p>Listening</p> <ol style="list-style-type: none"> 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. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to express their favourite things. 2. Learners will be able to exchange information about their hobbies and interests. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a short text about favourite activities. 2. Learners will be able to find specific information in a text about likes and dislikes. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a short paragraph about their likes and dislikes. 2. Learners will be able to write a simple text about their hobbies. 	<p>8 Hours</p>

	<p>Suggested Structures</p> <p><i>Like/love/hate/enjoy</i></p> <p><i>What are your hobbies?</i></p> <p><i>I love going to the cinema.</i></p> <p><i>I hate watching TV.</i></p> <p><i>I enjoy walking and swimming.</i></p> <p><i>I like slow music.</i></p> <p><i>What is your favourite book?</i></p> <p><i>My favourite book is The Little Prince.</i></p> <p><i>Our favourite colours are red and white.</i></p> <p><i>Do you like music?</i></p> <p><i>Yes, I do./No, I don't.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a classroom survey to find out their classmates' likes and dislikes/hobbies and interests. 2. Shooting a video describing their favourite things. 	
<p>F. EVERY DAY</p> <ol style="list-style-type: none"> 1. Daily Activities 2. Telling the Time and Dates 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend an audio-visual text about routines and habits. 2. Learners will be able to follow a recorded text telling the time and dates. 	<p>10 Hours</p>

3. Routines and Habits

Speaking

1. Learners will be able to talk about the frequency of their everyday activities.
2. Learners will be able to exchange information about their habits.
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. eats/brushes/tries/....

Reading

1. Learners will be able to comprehend a text about different routines and habits.
2. Learners will be able to find specific information in a text about daily activities.

Writing

1. Learners will be able to write a simple text about their favourite time of the day.
2. Learners will be able to write a short paragraph about their routines and habits.

Suggested Structure

The Days of the Week, The Months of the Year

11/25/17 in United States (the month is first)

25/11/17 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 milk?

What time do you get up?

I get up at 7 o'clock every morning.

On Sundays I usually do my homework.

I play chess every weekend.

She never eats junk food.

I don't like chips.

Does your mother watch television?

Yes, she does./No, she doesn't.

My brother usually reads a book at 9 p.m.

What does your sister do after school?

She has a guitar class on Tuesdays and Thursdays.

Task

1. Preparing a poster about weekly activities.
2. Conducting a classroom survey to find common daily activities.

<p>G. ARE YOU HUNGRY?</p> <ol style="list-style-type: none"> 1. Meals of the Day 2. Food and Drinks 3. Eating Habits 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow a simple recorded text about eating habits. 2. Learners will be able to categorise information in an audio-visual text about meals of the day. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about their eating habits. 2. Learners will be able to order food at a restaurant/cafe. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a simple text about meals. 2. Learners will be able to identify quantities in a simple text about food and drinks. <i>E.g. There isn't any milk./We have some sandwiches./Do you want some chocolate?/.....</i> <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a shopping list. 2. Learners will be able to write a paragraph to describe their favourite meals. <p>Suggested Structure</p> <p><i>Countable nouns (E.g. pear/carrot/eggs/.....)</i></p> <p><i>Uncountable nouns (E.g. meat/water/milk/.....)</i></p> <p><i>Containers (E.g. a bar of/a bottle of/a can of/a carton of/.....)</i></p> <p><i>How much water do you drink every day?</i></p>	<p>9 Hours</p>
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	<p><i>How many apples are there in your lunchbox?</i></p> <p><i>There isn't any salt in the salad.</i></p> <p><i>There is no juice in the fridge.</i></p> <p><i>There are some tomatoes on the table.</i></p> <p><i>We need some bread for breakfast.</i></p> <p><i>She eats some snacks for lunch.</i></p> <p><i>Have you got any biscuits?</i></p> <p><i>Yes, I have./No, I haven't.</i></p> <p><i>How many cartons of milk do we need?</i></p> <p><i>We need 2 cartons.</i></p> <p><i>I always drink tea in the morning.</i></p> <p><i>I never skip any meals.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Playing the “What are you cooking?” game. 2. Making a presentation to introduce typical food people eat for breakfast, lunch, and dinner. 	
<p>H. GOING OUT</p> <ol style="list-style-type: none"> 1. Seasons and Weather 2. Clothing 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to find specific information in a recorded text about seasons and weather. 	

<p>3. Outdoor Activities</p>	<p>2. Learners will be able to follow an audio-visual text about clothes.</p> <p>Speaking</p> <ol style="list-style-type: none"> Learners will be able to describe current weather conditions. Learners will be able to talk about seasonal activities. <i>E.g. building a snowman/having a picnic/going on a nature walk/flying a kite/.....</i> <p>Pronunciation</p> <ol style="list-style-type: none"> Learners will be able to produce -ng [ŋ] consonant correctly. <i>E.g. bringing/feeling/watching/.....</i> <p>Reading</p> <ol style="list-style-type: none"> Learners will be able to identify the main idea of a short text about seasons. Learners will be able to find specific information in a simple text about outdoor activities. <p>Writing</p> <ol style="list-style-type: none"> Learners will be able to write a short weather report. Learners will be able to write a simple text about seasonal activities. <p>Suggested Structure</p> <p><i>Clothes (E.g. skirt/sweater/boots/a pair of jeans, socks, glasses/head scarf.....)</i></p> <p><i>What are you wearing?</i></p> <p><i>I am wearing a sweatshirt.</i></p> <p><i>I need a new pair of boots for winter.</i></p>	<p>10 Hours</p>
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Jane is wearing a new pair of glasses.

Adverbs (E.g. slowly/quickly/clearly/fast/well/.....)

And/but/so/because

It's raining heavily so I need an umbrella.

It is windy but I am not cold.

We need a carrot because we are making a snowman.

What are they doing?

They are having a picnic.

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 sunny/foggy/stormy/windy/hot/humid/cold/.....

It's raining/snowing/hailing/.....

Task

1. Learning and singing a weather song.
2. Conducting a research about various weather events around the world.

E.g. hurricane/sandstorm/snowstorm/frost/.....

<p>I. WHERE IS IT?</p> <ol style="list-style-type: none"> 1. Places in Town 2. Giving Directions 3. Transportation 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow directions in a recorded dialogue. 2. Learners will be able to categorise information in an audio-visual text about transportation. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to ask for and give directions. 2. Learners will be able to talk about their favourite form of transportation. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Learners will be able to utter “can” and “can’t” correctly. <p><i>E.g. Can kæn/kən/Can't/ka:nt/kænt</i></p> <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a simple text about places in town. 2. Learners will be able to find specific information in a simple text about transportation. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a short paragraph about their neighbourhood. 2. Learners will be able to write a simple text about forms of transportation. <p>Suggested Structures</p> <p><i>Hospital/post office/mosque/bus stop/shopping centre/stationery store/newsstand.....</i></p> <p><i>Where is the ?</i></p> <p><i>How can I go/get to ?</i></p>	<p>8 Hours</p>
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	<p><i>Go straight and take the first right, it is on your left.</i></p> <p><i>Forms of transportation</i></p> <p><i>by bus/by plane/on foot/.....</i></p> <p><i>We can go to the post office on foot.</i></p> <p><i>You can find the book in the public library.</i></p> <p><i>Can you ride to school?</i></p> <p><i>Yes, I can./No, I can't.</i></p> <p><i>We can't turn left because the street is one-way.</i></p> <p><i>You can buy colourful pens at the stationery store.</i></p> <p><i>You can buy a newspaper at the newsstand.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Playing the “Hot and Cold” game. 2. Drawing the map of the street/neighbourhood they live in and describe the places around it. 	
<p>J. HAPPY TIMES</p> <ol style="list-style-type: none"> 1. Happy Times 2. Days to Remember 3. Before and After 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to find specific information in a short audio-visual text about days to remember. 2. Learners will be able to comprehend a simple recorded text about a memory. 	<p>10 Hours</p>

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 utter 'where' and 'were' correctly.

Were/wɜ:ɹ/, Where/weə(r)/

Reading

1. Learners will be able to comprehend a simple 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 simple paragraph about an unforgettable memory.
2. Learners will be able to write a paragraph comparing present and past states.

Suggested Structure

Past time expressions (E.g. yesterday/ago/last/in 2001/last week/.....)

I was born in Ankara in 2008.

My grandmother was a nurse.

Were you at home yesterday?

Where were you?

	<p><i>I was at the doctor's.</i></p> <p><i>They were young.</i></p> <p><i>There were nice presents on my last birthday.</i></p> <p><i>There was a movie theatre here.</i></p> <p><i>There weren't many hospitals in the early 1970s.</i></p> <p><i>How many students were there in the classroom last week?</i></p> <p><i>She was sad before her birthday party but now she is cheerful.</i></p> <p><i>I was so excited when I first travelled to Egypt.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Making a presentation about a memorable birthday party. 	
<p>K. LIFE STORIES</p> <ol style="list-style-type: none"> 1. Experiences 2. Life Events 3. Completed Actions 	<p>Listening</p> <ol style="list-style-type: none"> 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. <p>Speaking</p> <ol style="list-style-type: none"> 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. 	<p>11 Hours</p>

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 simple 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/.....)

Where did you celebrate your first birthday with friends?

When did Neil Armstrong fly to the moon?

Irregular Verbs (E.g. wrote/had/took/.....)

I met my favourite singer last winter.

They went to Prague for holiday.

Sequencers (First, Next, Then, Finally)

We visited the Caribbean last summer. First, we sailed to Jamaica. Then, we had some fun at the beach and ate really delicious food. Finally, we went to the airport and flew back home.

	<p>Task</p> <ol style="list-style-type: none"> 1. Making a short presentation about a previously shot photo/video describing what happened. 	
<p>L. TOMORROW</p> <ol style="list-style-type: none"> 1. Future Plans 2. Invitations 3. Making Predictions 	<p>Listening</p> <ol style="list-style-type: none"> 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. <p>Speaking</p> <ol style="list-style-type: none"> 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. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Learners will be able to produce the pronunciation of contractions. <i>E.g. I will-I'll/I would like-I'd like/I am going to-I'm going to/.....</i> <p>Reading</p> <ol style="list-style-type: none"> 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. <i>E.g. Thank you for inviting me./We would like to invite you to Jane's birthday party./I look forward to seeing you./.....</i> 	<p>11 Hours</p>

Writing

1. Learners will be able to write a short paragraph about their future plans.
2. Learners will be able to write an invitation card.

Suggested Structure

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

I will not (won't) buy new clothes for holiday.

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 biology.

Are you going to study abroad?

Yes, I am./No, I am not.

Sounds great!/See you then!/I can't wait!/.....

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.

	<p>Task</p> <ol style="list-style-type: none"> 1. Preparing an invitation card for an imaginary event. 2. Acting out in a simple role-play to invite someone to an event. 	
TOTAL HOURS:		108 Hours

11-15 YAŞ GRUBU İÇİN İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU

A2 DÜZEYİ

THEMES AND FUNCTIONS	OBJECTIVES, SUGGESTED STRUCTURES AND TASKS	HOUR
<p>A. CONNECT WITH PEOPLE</p> <ol style="list-style-type: none">1. Introducing Yourself and Others2. Family and Friends3. Personal Belongings	<p>Listening</p> <ol style="list-style-type: none">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 personal belongings. <p>Speaking</p> <ol style="list-style-type: none">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. <p>Pronunciation</p> <ol style="list-style-type: none">1. Learners will be able to practice “possessive’s sound” /s/, /z/, /ɪz/. E.g. Tom’s/The Princess’s/students’..... <p>Reading</p> <ol style="list-style-type: none">1. Learners will be able to find specific information about someone in a text.2. Learners will be able to comprehend a short a text about family and friends. <p>Writing</p> <ol style="list-style-type: none">1. Learners will be able to write a paragraph to give personal information.	<p>8 Hours</p>

	<p>2. Learners will be able to write a short descriptive paragraph about their family and friends.</p> <p>Suggested Structure</p> <p><i>I'm /She' s..... .</i></p> <p><i>What's up?/What's new?/How is it going?</i></p> <p><i>I'm OK./Not bad./.....</i></p> <p><i>We are good friends.</i></p> <p><i>I have got 3 brothers./He has got a black cat./..... .</i></p> <p><i>She doesn't have/hasn't got a personal computer.</i></p> <p><i>I have many books.</i></p> <p><i>Do you have/Have you got any brothers or sisters?</i></p> <p><i>Yes I do. No, I don't.</i></p> <p><i>Yes, I have. No, I haven't.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Playing the “What’s in your bag?” game. 2. Describing friends or family members with photographs. 	
<p>B. MY TIME</p> <ol style="list-style-type: none"> 1. Routines and Habits 2. Likes and Dislikes 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to find specific information in a recorded text about likes and dislikes. 	

<p>3. Free Time Activities</p>	<p>2. Learners will be able to comprehend an audio-visual text about lifestyles.</p> <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about their daily routines. 2. Learners will be able to ask and answer questions about their likes and dislikes. 3. Learners will be able to discuss about their free time activities and hobbies. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a text about likes and dislikes. 2. Learners will be able to infer the meaning of some unfamiliar words in a text about free-time activities. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to summarise a text about free time activities. 2. Learners will be able to write about their routines and habits. <p>Suggested Structure</p> <p><i>Verbs to express likes and dislikes (E.g. love/enjoy/dislike/.....)</i></p> <p><i>Frequency Phrases (E.g. usually/once a week/hardly ever/.....)</i></p> <p><i>People in Türkiye usually have breakfast in the morning.</i></p> <p><i>How often do you exercise?</i></p> <p><i>Do you like taking selfies?</i></p> <p><i>Yes, I do./No, I don't.</i></p> <p><i>I sometimes play basketball with my friends.</i></p>	<p>9 Hours</p>
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	<p><i>Me too./So do I.</i></p> <p><i>I don't like video games.</i></p> <p><i>Me neither./Neither do I.</i></p> <p><i>I always sleep late on weekends. So do I.</i></p> <p><i>I never eat corn. Neither do I.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Shooting a video describing their free time activities. 2. Conducting a classroom survey to find out their classmates' weekly routines. 	
<p>C. TALENTS</p> <ol style="list-style-type: none"> 1. Past and Present Abilities 2. Skills 3. Qualifications 	<p>Listening</p> <ol style="list-style-type: none"> 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. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to express their past and present abilities. 2. Learners will be able to describe their skills and qualifications. <p><i>E.g. I can read 150 words per minute.</i></p> <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Learners will be able to differentiate /v/ and /w/ sounds. <p><i>E.g. very/'ver.i/, well/wel/.....</i></p>	<p>8 Hours</p>

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 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 talents.

Suggested Structure

I can sing a song very well, but I can't draw.

She can jump rope well.

They can't climb a tree.

I could ride a bike when I was 8 years old.

She couldn't play the piano.

He was able to read and write when he was just 4.

The athlete wasn't able to run 100 metres in one minute in the race.

Task

1. Playing the "Bet You Can't" game.
2. Conducting a classroom survey to find out their friends' talents.

<p>D. INVENT IT</p> <ol style="list-style-type: none"> 1. Past Events 2. Discoveries 3. Inventions 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a recorded text about discoveries. 2. Learners will be able to follow an audio-visual text about inventions. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about past events. 2. Learners will be able to exchange ideas about inventions. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Learners will be able to produce past forms of verbs. <i>E.g. liked/watched/worried/.....</i> <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to find specific information in a text about the discoveries and inventions. 2. Learners will be able to identify the order of events in a text. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write about a remarkable invention. 2. Learners will be able to write a paragraph about their past activities. <p>Suggested Structure</p> <p><i>Edison invented the light bulb.</i></p> <p><i>Who discovered America?</i></p> <p><i>Alexander Graham Bell invented the telephone in 1876.</i></p>	<p>10 Hours</p>
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	<p><i>What happened yesterday?</i></p> <p><i>I was sick yesterday; I couldn't go to school.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Making a presentation about an important invention of the 21st century. 	
<p>E. TRAVEL IN TIME</p> <ol style="list-style-type: none"> 1. Memories 2. Past Habits 3. Old Customs 	<p>Listening</p> <ol style="list-style-type: none"> 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. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to narrate their childhood memories. 2. Learners will be able to talk about continuing actions or states that was happening at some point in the past. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Learners will be able to produce “used to” /ju:zd tu:/ and while /waɪl/ correctly. <p>Reading</p> <ol style="list-style-type: none"> 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. 	<p>10 Hours</p>

	<p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a text describing their past habits and memories. 2. Learners will be able to write a paragraph about old customs and traditions. <p>Suggested Structure</p> <p><i>While I was walking down the street, I saw my old friend.</i></p> <p><i>When I saw him last weekend, he was having picnic with his family.</i></p> <p><i>I used to drink chocolate milk when I was 7.</i></p> <p><i>She didn't use to have braces.</i></p> <p><i>People used to live in caves in old times.</i></p> <p><i>I didn't use to play computer games when I was 9.</i></p> <p><i>Did you use to walk to school when you were in secondary school?</i></p> <p><i>What did people use to do without the internet?</i></p> <p><i>How did people use to travel 100 years ago?</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Making a presentation about interesting habits and customs. 	
<p>F. IT'S DELICIOUS</p> <ol style="list-style-type: none"> 1. Food and Drinks 2. Expressing Quantities 3. Eating Habits 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to categorise various types of food and drinks in recorded text. 2. Learners will be able to follow an audio-visual text about eating habits. 	

	<p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to exchange information about their eating habits. 2. Learners will be able to describe their favourite dish. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Learners will be able to investigate spelling patterns for plurals. <i>E.g. Final <u>-s</u> is pronounced /s/ after voiceless sounds seats seat/s/, ropes rope/s/, backs back/s</i> <i>Final -s is pronounced /z/ after voiced sounds seeds seed/z/, robes robe/z/, bags bag/z/</i> <i>Final -s and -es are pronounced /ez/ after “sh,” “ch,” “s,” “z,” and “ge,” “dge” dishes dish/ez/, prizes prize/ez/, edges edge/ez/</i> <i>Final -ies is added to words ending with -y is preceded by a consonant, the -y is changed to -i and -es is added.</i> <i>baby babies/ez/, cry cries/ez/, fly flies/ez/)</i> <p>Reading</p> <ol style="list-style-type: none"> 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. <i>E.g. A few/a little/a lot of/much/many</i> <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a paragraph about their favourite dish. 	<p>9 Hours</p>
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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 an onion, some red chilli peppers and some potatoes.

How much chocolate would you like?

Would you like some honey in your milk?

There's a bottle of apple juice in the fridge.

There isn't any tea in the house. We need to buy some.

A few students in this class eat bread.

I would like to have a toast and a glass of milk, please.

Muslims eat halal food.

She eats a lot of crackers.

Too much candy is bad for your teeth.

How many slices of pie do you want?

	<p>Task</p> <ol style="list-style-type: none"> Acting out in a role-play about ordering food in a restaurant. 	
<p>G. COMMUNICATION</p> <ol style="list-style-type: none"> Means of Communication Current Actions Short-Term Plans 	<p>Listening</p> <ol style="list-style-type: none"> Learners will be able to comprehend a recorded dialogue about short-term plans. Learners will be able to identify the key points of an audio-visual text about communication. <p>Speaking</p> <ol style="list-style-type: none"> Learners will be able to talk about current actions for different purposes. Learners will be able talk about their short-term plans. Learners will be able to discuss means of communication. <p>Pronunciation</p> <ol style="list-style-type: none"> Learners will be able to produce ph /f/ sound. <i>E.g. Telegraph/ telephone/photograph/...</i> <p>Reading</p> <ol style="list-style-type: none"> Learners will be able to find specific information in a text about current actions. Learners will be able to comprehend a text about means of communication. <p>Writing</p> <ol style="list-style-type: none"> Learners will be able to write about their short-term plans. 	<p>8 Hours</p>

	<p>2. Learners will be able to write a paragraph about their favourite means of communication.</p> <p>Suggested Structure</p> <p><i>These days many people are talking online.</i></p> <p><i>Are you playing a game?</i></p> <p><i>No. I'm just texting my mom.</i></p> <p><i>They aren't taking notes.</i></p> <p><i>I am talking on the phone./I am on the phone.</i></p> <p><i>Who's calling, please?</i></p> <p><i>I am just calling to say...</i></p> <p><i>We're meeting at 3 o'clock tomorrow afternoon.</i></p> <p><i>I'm planning to be in the library soon.</i></p> <p>Task</p> <p>1. Making a presentation about favourite means of communication.</p>	
<p>H. SIGHTSEEING</p> <p>1. Planning a Trip</p> <p>2. Giving Directions</p> <p>3. Describing Places</p>	<p>Listening</p> <p>1. Learners will be able to find specific information in a recorded text about a tour plan.</p> <p>2. Learners will be able to follow directions in an audio-visual text.</p> <p>Speaking</p> <p>1. Learners will be able to talk about their holiday plans.</p>	<p>10 Hours</p>

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.
E.g. I'll/She'll/They won't.....

Reading

1. Learners will be able to identify specific information in a brochure that describes a place to stay.
2. Learners will be able to classify descriptive words in a text about sightseeing.

Writing

1. Learners will be able to write a paragraph about planning a school trip.
2. Learners will be able to write a simple text to describe a place.

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 my grandparents'.

Are you doing anything on Sunday morning?

	<p><i>Are they going to spend the summer abroad?</i></p> <p><i>What will you do tonight?</i></p> <p><i>I'll be at home.</i></p> <p><i>Excuse me! I'm looking for.....</i></p> <p><i>How can I go to?/ Where is?</i></p> <p><i>Turn right/turn left/Go straight/Go straight ahead/Take the second road on the left.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Acting out in a role-play asking for and giving directions. 2. Conducting a research about international road signs. 	
<p>I. LET'S GO GREEN</p> <ol style="list-style-type: none"> 1. Environmental Problems 2. Saving the Earth 3. Giving Advice 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend an audio-visual text about protecting the environment. 2. Learners will be able to find the main idea of a recorded text about nature. <p>Speaking</p> <ol style="list-style-type: none"> 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. <p>Reading.</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend the main idea of a text about environmental problems. 	<p>9 Hours</p>

	<p>2. Learners will be able to identify the solutions in a text about saving the planet.</p> <p>Writing</p> <p>1. Learners will be able to write a simple text about solutions to environmental problems.</p> <p>2. Learners will be able to write a paragraph to give advice.</p> <p>Suggested Structure</p> <p><i>Bike more. Drive less.</i></p> <p><i>Plant a tree.</i></p> <p><i>Turn off the tap.</i></p> <p><i>Don't litter.</i></p> <p><i>We should protect green spaces in cities.</i></p> <p><i>We should use public transportation.</i></p> <p><i>You shouldn't take long showers.</i></p> <p><i>Everybody must protect the environment.</i></p> <p>Task</p> <p>1. Making a presentation about being green.</p>	
<p>J. BEING ORGANISED</p> <p>1. Study Spaces</p> <p>2. Classroom Etiquette</p>	<p>Listening</p> <p>1. Learners will be able to recognise specific information in a recorded text about study spaces.</p>	

<p>3. Arranging Schedules</p>	<p>2. Learners will be able to find specific information in an audio-visual text about classroom etiquette. <i>E.g. be punctual/tidy/respectful/quiet/.....</i></p> <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to exchange opinions about being organised. 2. Learners will be able to arrange schedules at the time of speaking. 3. Learners will be able to discuss classroom etiquette. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a text about study spaces. 2. Learners will be able to infer the meaning of unfamiliar words in a text about classroom etiquette. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a paragraph about the ideal study space. 2. Learners will be able to write a paragraph about their schedules. <p>Suggested Structure</p> <p><i>studying online/video call/schedule/classmates/e-zone/study zone/virtual study space/.....</i></p> <p><i>The school will cancel the excursion today because it is snowing.</i></p> <p><i>9th graders will study in the library until 3 o'clock.</i></p> <p><i>I may not complete the project on time.</i></p>	<p>8 Hours</p>
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	<p><i>May I speak?</i></p> <p><i>May I leave the class early today?</i></p> <p><i>We might do our project homework together at the 2 p.m.</i></p> <p><i>We might meet online at 10 a.m. tomorrow.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Preparing and presenting a weekly planner. 	
<p>K. HIGH TECH</p> <ol style="list-style-type: none"> 1. Everyday Gadgets 2. Smart Appliances 3. Comparing Things 	<p>Listening</p> <ol style="list-style-type: none"> 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. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about gadgets they use in everyday life. 2. Learners will be able to compare smart appliances. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a text about comparing high-tech devices/ gadgets. 2. Learners will be able to infer the meaning of unfamiliar words in a text about smart devices. 	<p>9 Hours</p>

	<p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a paragraph about their favourite gadget. 2. Learners will be able to write a text comparing smart devices. <p>Suggested Structure</p> <p><i>Regular adjectives: big-bigger-the biggest/small-smaller-the smallest/easy-easier-the easiest/cheap-cheaper-the cheapest/expensive-more expensive-the most expensive</i></p> <p><i>Irregular adjectives: good-better-the best/bad-worse-the worst/little-less-the least.</i></p> <p><i>My mother's cell phone is cheaper than my father's cell phone.</i></p> <p><i>This laptop is faster than my previous one.</i></p> <p><i>This is the best smart television in the market.</i></p> <p><i>My laptop computer is the most useful device in my life.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Introducing one of the best devices/gadgets of the 21st century. 	
<p>L. MOMENTS</p> <ol style="list-style-type: none"> 1. Personal Experiences 2. Lifetime Achievements 3. Recent Changes 	<p>Listening</p> <ol style="list-style-type: none"> 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. 	

	<p>Speaking</p> <ol style="list-style-type: none"> 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. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Learners will be able to practice intonation in asking and answering questions in daily conversations. <p style="text-align: center;">↗</p> <p><i>E.g. Have you seen this? (rising intonation)</i></p> <p>Reading</p> <ol style="list-style-type: none"> 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. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a text about their personal experiences. 2. Learners will be able to write a paragraph about one of their greatest achievements. <p>Suggested Structure</p> <p><i>Just/already/still/yet</i></p> <p><i>Ever-never</i></p> <p><i>Gone to-been to</i></p> <p><i>once/twice/three times/.....</i></p> <p><i>once a week/twice a month/three times a year/.....</i></p>	10 Hours
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	<p><i>My electric scooter has just broken down.</i></p> <p><i>I have already read this book.</i></p> <p><i>I still haven't won any competitions.</i></p> <p><i>She hasn't made her presentation yet.</i></p> <p><i>Have you ever climbed a mountain?</i></p> <p><i>Yes, I have./No, I haven't.</i></p> <p><i>Have you ever been to Cappadocia?</i></p> <p><i>I have been there three times.</i></p> <p><i>He has gone to his sister's graduation ceremony.</i></p> <p>Task</p> <p>1. Preparing a video about personal experiences.</p>	
TOTAL HOURS:		108 HOURS

11-15 YAŞ GRUBU İÇİN İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU

B1 DÜZEYİ

THEMES AND FUNCTIONS	OBJECTIVES, SUGGESTED STRUCTURES AND TASKS	HOUR
<p>A. LOVE TO LEARN</p> <ol style="list-style-type: none">1. Language Learning2. Motivation to Learn3. Comparing People and Things	<p>Listening</p> <ol style="list-style-type: none">1. Learners will be able to comprehend the details in a recorded text about language learning.2. Learners will be able to find specific information in a recorded text about the role of motivation in learning. <p>Speaking</p> <ol style="list-style-type: none">1. Learners will be able to exchange information about learning a foreign language.2. Learners will be able to compare different studying methods. <p>Reading</p> <ol style="list-style-type: none">1. Learners will be able to comprehend the main idea of a text about studying effectively.2. Learners will be able to infer the meaning of unfamiliar words in a text about studying methods. <p>Writing</p> <ol style="list-style-type: none">1. Learners will be able to write a paragraph about the role of motivation in learning.2. Learners will be able to write a paragraph about their personal experiences about learning a language.	<p>9 Hours</p>

	<p>Suggested Structure</p> <p><i>She learns as fast as his brother.</i></p> <p><i>Do you speak French as fluently as you speak English?</i></p> <p><i>She began to speak more quickly.</i></p> <p><i>I need to study harder to pass this exam.</i></p> <p><i>I'm more motivated to learn English than Japanese.</i></p> <p><i>This is the most confusing word I've ever heard.</i></p> <p><i>It's the longest book I've ever read.</i></p> <p><i>It's the hardest exam he's ever taken.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research about language learning tips. 2. Class discussion about online self-study platforms. 3. Preparing motivation cards to learn English. 	
<p>B. MAN AND NATURE</p> <ol style="list-style-type: none"> 1. Nature Through Time 2. Survival Stories 3. Disasters in History 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to identify specific details in a recorded text about natural disasters. <i>E.g. earthquake/flood/tsunami/wildfires/volcanic eruptions/.....</i> 2. Learners will be able to follow an audio-visual survival story. 	<p>8 Hours</p>

Speaking

1. Learners will be able to discuss nature through time.
2. Learners will be able to narrate a survival story.
3. Learners will be able to discuss human effect on the environment.

Reading

1. Learners will be able to comprehend a text about man-made disasters.
2. Learners will be able to evaluate the key points in a survival story.

Writing

1. Learners will be able to write a survival story.
2. Learners will be able to write a paragraph about extreme natural events.

Suggested Structure

epidemic/pandemic/earthquake/hurricane/flood/coronavirus/monkeypox/.....

When I woke up, I was under eight feet of snow.

The earthquake hit the city while people were sleeping.

While we were driving back home, the storm picked up.

They located a crashed plane in a wooded area at about 2 a.m.

Did you watch Etna's November 2013 eruption?

Wh- Past Questions

Where did it first appear?

	<p><i>How did it happen?</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Taking a virtual field trip through the nature of the past. 	
<p>C. BUILDING A FUTURE</p> <ol style="list-style-type: none"> 1. Being a Volunteer 2. Dream Jobs 3. Goals and Ambitions 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow a recorded text about dream jobs. 2. Learners will be able to detect the required qualifications in an audio-visual volunteer advertisement. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to exchange ideas about being a volunteer. 2. Learners will be able to talk about their career plans. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend the main idea of a success story. 2. Learners will be able to comprehend a text about goals and ambitions. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write an expository paragraph about their dream jobs. 2. Learners will be able to write a text about their goals and ambitions. 	<p>8 Hours</p>

	<p>Suggested Structure</p> <p><i>virtual reality developer/artificial intelligence engineer/.....</i></p> <p><i>You will make a great doctor.</i></p> <p><i>They won't postpone the meeting with the educational consultant.</i></p> <p><i>What will happen next?</i></p> <p><i>What are you going to do when you graduate from university?</i></p> <p><i>I'm going to join a webinar about career guidance.</i></p> <p><i>He is going to become a virtual reality developer when he grows up.</i></p> <p><i>I love my country and I am going to serve it when I graduate from university.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research about youth volunteer programs in Türkiye. 2. Making a presentation about where they see themselves in 10 years. 	
<p>D. DISCOVER YOUR VALUES</p> <ol style="list-style-type: none"> 1. Customs and Traditions 2. Beliefs and Rituals 3. Cultural Icons 4. Landmarks 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow a recorded text about customs and traditions. 2. Learners will be able to comprehend the additional information in an audio-visual text about landmarks. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to define their favourite landmarks around the world. 2. Learners will be able to describe cultural icons. 	<p>9 Hours</p>

	<p>3. Learners will be able to talk about their beliefs and rituals.</p> <p>Reading</p> <ol style="list-style-type: none"> Learners will be able to summarise a text about beliefs and rituals. Learners will be able to read and understand an article regarding cultural diversity. <p>Writing</p> <ol style="list-style-type: none"> Learners will be able to write a text about customs and traditions. Learners will be able to write a paragraph about beliefs and rituals. <p>Suggested Structure</p> <p><i>Ramadan is the month when Muslims fast from dawn to sunset.</i></p> <p><i>Mehmet Akif Ersoy is the poet who wrote Türkiye's national anthem.</i></p> <p><i>An architect is someone who designs buildings.</i></p> <p><i>The Eiffel Tower is a man-made structure which is 300 metres high.</i></p> <p>Tasks</p> <ol style="list-style-type: none"> Conducting a research about interesting customs and traditions around the world. Making a short video introducing one of the landmarks of their cities. 	
<p>E. I HAVE AN IDEA</p> <ol style="list-style-type: none"> Expressing Opinions and Emotions Preferences 	<p>Listening</p> <ol style="list-style-type: none"> Learners will be able to detect the speakers' emotions in a recorded text. Learners will be able to comprehend details in a recorded text about preferences. 	<p>10 Hours</p>

3. Making Decisions

Speaking

1. Learners will be able to express their preferences.
2. Learners will be able to make decisions at the time of speaking.
3. Learners will be able to agree or disagree in a polite way by expressing their opinions.

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 about decisions.

Writing

1. Learners will be able to write a survey report about preferences.
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.

Adapting a Mediterranean diet will increase your lifespan.

Early birds prefer waking up/to wake up early.

I prefer listening to speaking.

He decided not to participate in the activity.

Have you decided to get another job?

	<p><i>I want to become a lawyer.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research about most viewed videos or films. 	
<p>F. DO RIGHT BY EVERYONE</p> <ol style="list-style-type: none"> 1. Obligations and Responsibilities 2. Necessities and Requirements 3. Moral Codes 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a recorded text about unwritten social rules. 2. Learners will be able to identify phrases to express obligations and responsibilities in a recorded text. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about their obligations and responsibilities. 2. Learners will be able to express necessities. 3. Learners will be able to discuss requirements. <p>Reading</p> <ol style="list-style-type: none"> 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. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a text about protecting moral values. 2. Learners will be able to write a paragraph about moral codes. 	<p>10 Hours</p>

	<p>Suggested Structure</p> <p><i>You have to wear a seat belt when you drive.</i></p> <p><i>You don't have to have a licence to cycle on the roads, but you must obey the rules.</i></p> <p><i>You must be quiet in the library.</i></p> <p><i>Visitors must not take photos in the museum.</i></p> <p><i>In Türkiye, younger family members should kiss the hands of their elders as a show of respect on special occasions.</i></p> <p><i>You ought to know the laws of the country before you visit it.</i></p> <p><i>You had better cover your shoulders before entering the temple.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Making a presentation about an imaginary society with its own rules and regulations. 	
<p>G. EARLIER TIMES</p> <ol style="list-style-type: none"> 1. Historical Events 2. Historical Figures 3. Success Stories 	<p>Listening</p> <ol style="list-style-type: none"> 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 recorded text about historical events. <p>Speaking</p> <ol style="list-style-type: none"> 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. 	<p>9 Hours</p>

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.

Writing

1. Learners will be able to write a paragraph about an important historical event in the world.
2. Learners will be able to write a paragraph to describe an important historical event.

Suggested Structure

Mozart performed for aristocrats in Europe when he was a kid.

When the Huns got closer, the Chinese closed the doors.

After Christopher Columbus had discovered America, the land was called the Americas.

In 1912, after Atatürk had assaulted the Italian-controlled fortress of Kasr-ı Harun, two Italian planes dropped bombs on the Ottoman forces; a limestone splinter from a damaged building's rubble struck Atatürk's left eye and caused permanent tissue damage, but not total loss of sight.

Before Graham Bell invented the telephone, people had used the Morse code to send a fast message.

Task

1. Preparing and presenting a poster about the timeline of Turkish history.

<p>H. HEALTHY LIFESTYLES</p> <ol style="list-style-type: none"> 1. Illnesses and Injuries 2. Tips for a Healthy Life 3. Diet and Exercise 	<p>Listening</p> <ol style="list-style-type: none"> 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 the meanings of unfamiliar words in an audio-visual material about diet and exercise. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about illnesses and injuries. 2. Learners will be able to talk about the ways of being healthy. <p>Reading</p> <ol style="list-style-type: none"> 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. <p>Writing</p> <ol style="list-style-type: none"> 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. <p>Suggested Structure</p> <p><i>well-being/mental health/emotional health/headache/.....</i></p> <p><i>Connecting words</i></p> <p><i>E.g. and, so, but, also, that's why</i></p> <p><i>Intensifiers - so, such, too, enough</i></p>	<p>9 Hours</p>
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	<p><i>Adjectives</i></p> <p><i>Adverbs</i></p> <p><i>He doesn't sleep enough. That's why he's always tired.</i></p> <p><i>Consuming too much sugar is bad for your teeth.</i></p> <p><i>Keeping a healthy diet is so important to increase muscle strength. Also, it helps you maintain a healthy skin.</i></p> <p><i>Lifting such heavy weights will cause you to tear a muscle.</i></p> <p><i>Running too fast is bad for heart.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Making a presentation about healthy and unhealthy eating habits. 	
<p>I. CHAPTERS OF LIFE</p> <ol style="list-style-type: none"> 1. Stages of Life 2. Unforgettable Moments 3. From Past to Present 	<p>Listening</p> <ol style="list-style-type: none"> 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. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to describe their experiences in different stages of life. 2. Learners will be able to share their unforgettable moments. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend someone's memoir. 2. Learners will be able to analyse the key information in a biography. 	<p>9 Hours</p>

Writing

1. Learners will be able to write a text describing their stages of life.
2. Learners will be able to write a paragraph about an unforgettable memory.

Suggested Structure

Infancy/toddler years/preschool years/early school years/adolescence/adulthood

Have you ever ?

How long have you ?

for/since/still/ever/never

Have you ever visited a famous landmark?

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 studying on the project.

I have been interested in English language since secondary school.

Task

1. Preparing and presenting a poster about stages of life.
2. Preparing a short video to narrate an unforgettable moment.

<p>J. MORE THAN A DREAM</p> <ol style="list-style-type: none"> 1. Dreams and Reality 2. Empathy and Sympathy 3. Hypothetical Situations 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to detect possible conditions and their probable results in a recorded text. 2. Learners will be able to make inferences in an audio-visual text about hypothetical situations. <p>Speaking</p> <ol style="list-style-type: none"> 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. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Learners will be able to produce the contraction of "would" correctly. <i>E.g. I'd /It'd/They'd/.....</i> <p>Reading</p> <ol style="list-style-type: none"> 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. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a text about an imaginary situation. 2. Learners will be able to write a paragraph to express sympathy about a certain situation. 	<p>10 Hours</p>
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	<p>Suggested Structure</p> <p><i>If you don't hurry, you will miss the bus.</i></p> <p><i>If I had a million pounds, I would buy a yacht.</i></p> <p><i>What will you do if you fail the test?</i></p> <p><i>If you were a world leader, what would you do for the world peace?</i></p> <p><i>I would feel the same way you do, but it's okay. Cheer up!</i></p> <p><i>I understand how you feel. That would make me sad too, but never give up!</i></p> <p><i>I mean, she didn't pass the course...but that doesn't mean you won't. So don't worry, you'll be totally fine.</i></p> <p><i>Thank you for trusting me with this. It means a lot to me.</i></p> <p><i>I'm here for you. What do you think I could do to help you feel better?</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Playing “Conditional Chain” game. 2. Playing “What would you do if...?” board game. 	
<p>K. IT'S NOT A ROCKET SCIENCE</p> <ol style="list-style-type: none"> 1. Instructions and Procedures 2. Remarkable Achievements 3. Inventions and Discoveries 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow multi-step instructions in a recorded text. 2. Learners will be able to comprehend an audio-visual text about inventions and discoveries. 	<p>8 Hours</p>

Speaking

1. Learners will be able to give instructions.
2. Learners will be able to describe the steps of a typical invention.
3. Learners will be able to exchange ideas about remarkable achievements.

Pronunciation

1. Learners will be able to emphasize the agent when the focus is on the doer in their speech.

E.g. İstanbul was conquered by Sultan Mehmet II.

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 process paragraph with an impersonal tone.
2. Learners will be able to write a text about a discovery.

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.

	<p><i>Next, one spoonful of Turkish coffee is added into the pot per one person.</i></p> <p><i>Then, the mixture is stirred slowly for 5 minutes to let it rise.</i></p> <p><i>Finally, it is poured into a Turkish coffee cup and served hot.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Preparing and presenting a manual about “How to Use/Do Something”. 	
<p>L. GENERATIONS</p> <ol style="list-style-type: none"> 1. Personality Traits&Characteristics 2. Building Relationships 3. Clarifying and Reporting Information 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to make inferences in a recorded text about personality traits. 2. Learners will be able to identify the phrases used to report information in an audio-visual text. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to report what someone has said. 2. Learners will be able to clarify their statements at the time of speaking. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to detect indirect statements in a text. 2. Learners will be able to comprehend a text about different generations. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a paragraph to describe someone’s personality traits. 2. Learners will be able to write a paragraph about building relationships. 	<p>9 Hours</p>

	<p>Suggested Structure</p> <p><i>absent-minded/laidback/outgoing/punctual/neat/easy-going/.....</i></p> <p><i>They asked me to name the characteristics of baby boomers.</i></p> <p><i>He didn't say that. He said</i></p> <p><i>What did you mean by that?</i></p> <p><i>She said that she was a little bit nervous.</i></p> <p><i>The man told us to follow the steps of our ancestors.</i></p> <p><i>My parents told us to strengthen our bond by spending more time with each other.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Preparing and presenting a poster about different generations. 2. Playing the “Chinese Whispers/Broken Telephone” game. 	
TOTAL HOURS:		108 HOURS

11-15 YAŞ GRUBU İÇİN İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU
B2 DÜZEYİ

THEMES AND FUNCTIONS	OBJECTIVES, SUGGESTED STRUCTURES AND TASKS	HOUR
<p>A. TURNING POINTS</p> <ol style="list-style-type: none">1. Milestones2. Sharing Experiences3. Life-Changing Events	<p>Listening</p> <ol style="list-style-type: none">1. Learners will be able to recognise the speakers' viewpoints and attitudes in an audio-visual text about milestones.2. Learners will be able to find specific information in a recorded text about life changing events. <p>Speaking</p> <ol style="list-style-type: none">1. Learners will be able to discuss the milestones in their life.2. Learners will be able to exchange ideas about their lifetime experiences. <p>Reading</p> <ol style="list-style-type: none">1. Learners will be able to distinguish the main idea from supporting details in a text about experiences.2. Learners will be able to find irrelevant content in a text about life changing events. <p>Writing</p> <ol style="list-style-type: none">1. Learners will be able to write a text about the best moments in their lives.2. Learners will be able to write a text about an inspirational person in their lives.	<p style="text-align: center;">8 Hours</p>

	<p>Suggested Structure</p> <p><i>She went to Spain last year to study Spanish.</i></p> <p><i>When the teacher walked into the classroom, we didn't know we were going to have an exam.</i></p> <p><i>I think I've read all the books J.K. Rowling has written so far.</i></p> <p><i>You have changed a lot since the last time I saw you.</i></p> <p><i>She has known him all her life.</i></p> <p><i>He hasn't been back to his hometown since he started high school.</i></p> <p><i>My father hasn't got used to driving on the left yet.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Making a presentation about milestones in their lives. 	
<p>B. TRENDING TOPICS</p> <ol style="list-style-type: none"> 1. Perspectives 2. Statistical Information 3. Worldwide Trends 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend an audio-visual text about worldwide trends. 2. Learners will be able to detect the phrases used to express opinions in a recorded text. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to express their opinions about various topics. 2. Learners will be able to discuss statistical information. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend an article about global trends. 	<p>8 Hours</p>

	<p>2. Learners will be able to extract specific information from an article about perspectives.</p> <p>Writing</p> <p>1. Learners will be able to write a graph description in accordance with the global trends.</p> <p>2. Learners will be able to write a paragraph about trends.</p> <p>Suggested Structure</p> <p><i>From my point of view, .../From my perspective, .../I'm of the opinion that.../As far as I'm concerned.../In my view, .../.....</i></p> <p><i>Accessing to digital technologies, such as desktop or laptop computers or gaming consoles has statistically increased.</i></p> <p><i>Millennials have been refusing to buy expensive items that are not really needed.</i></p> <p><i>In my view, magazine sales have been going down because of the internet and new technologies.</i></p> <p>Task</p> <p>1. Conducting a research about popular trends around the world.</p>	
<p>C. ART TALKS</p> <p>1. Artistic Professions</p> <p>2. Different Forms of Art</p> <p>3. Art Events</p>	<p>Listening</p> <p>1. Learners will be able to comprehend an audio-visual text about art events.</p> <p>2. Learners will be able to classify different forms of art in an interview.</p> <p>Speaking</p> <p>1. Learners will be able to define artistic professions.</p>	<p>9 Hours</p>

2. Learners will be able to take part in a conversation about art events.
3. Learners will be able to compare art pieces.

Reading

1. Learners will be able to comprehend a text about an 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 an 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.

Mona Lisa, which is also called Portrait of Lisa Gherardini, wife of Francesco del Giocondo, is probably the world's most famous painting.

	<p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research and making a presentation about different art styles. <i>E.g. abstract/modern/pop art/cubism/.....</i> 	
<p>D. ONCE UPON A TIME</p> <ol style="list-style-type: none"> 1. Past Experiences 2. Telling Stories 3. Books and Movies 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow the sequence of events in an audio-visual story. 2. Learners will be able to categorise literary genres in a recorded text. <i>E.g. horror/thriller/comedy/science-fiction/mystery/.....</i> <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to narrate their past experiences. 2. Learners will be able to evaluate books or movies. 3. Learners will be able to tell a story. <p>Reading</p> <ol style="list-style-type: none"> 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. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to summarise the main points of a story. 2. Learners will be able to write a brief plot for a novel or a movie. <p>Suggested Structure</p> <p><i>Adverbial Clauses of Time (E.g. by the time/after/before/as soon as/.....)</i></p>	<p>10 Hours</p>

	<p><i>I would like to talk about the time when I..... .</i></p> <p><i>This made me realise.....</i></p> <p><i>Once upon a time.....</i></p> <p><i>You're not going to believe this, but.../Anyway, it turns out that.../To cut a long story short.../You'll never guess what...</i></p> <p><i>I remember having a birthday at my grandmother's house. There was a beautiful cake. She invited all the family over and she made everybody come over. I remember how much fun I had. I remember all the presents. The balloons. The 50₺ pocket money she would always give me every birthday. I remember it so well.</i></p> <p><i>By the time the lion reached the edge of the water, the crocodile had been feeding on its prey.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Narrating a Turkish folktale in English. <i>E.g. Nasreddin Hodja, Keloğlan, Hacivat and Karagöz.....</i> 2. Comparing books and their movie adaptations. 	
<p>E. TAKE CARE</p> <ol style="list-style-type: none"> 1. Self-Care 2. Healthy Lifestyle and Longevity 3. Health Problems 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to detect specific information in a recorded text about self-care. 2. Learners will be able to identify the symptoms and treatments of illnesses in a recorded text. 	

	<p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about healthy lifestyles. 2. Learners will be able to describe their health problems. 3. Learners will be able to discuss longevity. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a text about the effects of stress on health. 2. Learners will be able to identify main points in a text about longevity. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a paragraph about how to live a longer life. 2. Learners will be able to write a cause-and-effect essay about health. <p>Suggested Structure</p> <p><i>Working out can be an incredible way to boost your confidence.</i></p> <p><i>Not getting enough sleep prevents the body from strengthening the immune system.</i></p> <p><i>In order not to gain weight, experts recommend adding 10,000 steps a day to your routine.</i></p> <p><i>You had better change your environment to maintain a healthy lifestyle.</i></p> <p><i>The doctor ordered my sister to stay in bed for a few days.</i></p> <p><i>It is a good idea to cut down on sugar to live a longer and healthier life.</i></p> <p><i>Have you considered trying the Mediterranean diet to stay in shape?</i></p> <p><i>You should have an eye exam even if you don't have any vision problems.</i></p>	<p>9 Hours</p>
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	<p><i>Why don't you try herbal remedies for your stomach problem?</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research about people who lived the longest. <i>E.g. Japanese island of Okinawa, Italian island of Sardinia, Greek island of Ikaria etc.</i> 	
<p>F. FOLLOWING THE CLUES</p> <ol style="list-style-type: none"> 1. Making Speculations for Present 2. Mysteries 3. Inspections 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow the clues in an audio-visual text about a mystery story. 2. Learners will be able to comprehend a text about inspections. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to make speculations with the relevant justifications. 2. Learners will be able to talk about mysterious events. <p>Reading</p> <ol style="list-style-type: none"> 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. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a short mystery story. 2. Learners will be able to write a review about a mysterious event. 	<p>9 Hours</p>

	<p>Suggested Structure</p> <p><i>Let me think/well/so/you were saying/.....</i></p> <p><i>The biggest of Stonehenge’s stones, known as sarsens, are up to 30 feet (9 meters) tall and weigh 25 tons (22.6 metric tons) on average. Scientists believe that they must have been brought from Marlborough Downs, a distance of 20 miles (32 kilometres) to the north. Transporting the stones that distance can’t have been easy.</i></p> <p><i>The ship may have encountered a huge storm as it was sailing around the cape. In the aftermath the ship may have gotten lost and far off course. A further theory speculates that strong winds and ocean currents could have driven the ship hundreds of miles toward the coast, where it eventually hit rocks and sank.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Analysing a Sherlock Holmes story. 	
<p>G. COMMON GROUND</p> <ol style="list-style-type: none"> 1. Rules and Regulations 2. Norms and Standards 3. Procedures 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to categorise information in a recorded text about procedures. 2. Learners will be able to follow public announcements. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to state rules and regulations in different places. <i>E.g. at the hospital/on the plane/at the office/.....</i> 2. Learners will be able to discuss norms and standards. 	<p>9 Hours</p>

3. Learners will be able to discuss procedures.

Reading

1. Learners will be able to distinguish facts and opinions in a text about principles.
2. Learners will be able to make inferences from an article about norms and standards in different countries.

Writing

1. Learners will be able to write an argumentative text about rules and regulations in certain public places.
2. Learners will be able to write a paragraph about social etiquette and good manners.

Suggested Structure

You mustn't use your mobile phone in class.

We're supposed to arrive on time, but it is OK if we are a little late.

You are not allowed to take photo here.

Students are required to arrive at school on time.

It is banned/prohibited/forbidden to/..... .

It is forbidden to make a telephone call on a flight.

Task

1. Conducting a research and making a presentation about funny rules and regulations in different countries.

<p>H. IN HINDSGIHT</p> <ol style="list-style-type: none"> 1. Expressing Wishes and Regrets 2. Imaginary Situations 3. Memories 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to differentiate between wishes and regrets in a recorded text. 2. Learners will be able to detect the results of imaginary situations in an audio-visual text. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about their regrets. 2. Learners will be able to make wishes. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to recognise implied meanings in a text about distant memories. 2. Learners will be able to detect hypothetical situations in a text. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a text about the consequences of their past actions. 2. Learners will be able to write a diary entry about their memories. <p>Suggested Structure</p> <p><i>If I knew where she lived, I would have visited her.</i></p> <p><i>We wouldn't have been lost if we hadn't forgotten to take a map on our school excursion in the 8th grade.</i></p> <p><i>If you hadn't lied to me before, I would believe you now.</i></p> <p><i>I wish my brother were here. He is doing his military service. I am proud of him.</i></p>	<p>10 Hours</p>
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	<p><i>I wish I had been in town last Monday; I wouldn't have missed my grandmother's 100th birthday.</i></p> <p><i>I wish I could fly.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Describing a memory with some photos. 	
<p>I. ROLE MODELS</p> <ol style="list-style-type: none"> 1. Describing Things and Actions 2. Comparing and Contrasting 3. Similes and Metaphors 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a recorded text about describing things and actions. 2. Learners will be able to detect similes and metaphors in a recorded text. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to describe things by making comparisons. 2. Learners will be able to talk about their role models. 3. Learners will be able to intervene in a discussion by using appropriate structures. <p><i>E.g. May I add something quickly?/Sorry to interrupt,.../...</i></p> <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to examine literary devices in a paragraph. <p><i>E.g. metaphors/similes/hyperbole.....</i></p> <ol style="list-style-type: none"> 2. Learners will be able to restate the main idea in an article. 	<p>9 Hours</p>

	<p>Writing</p> <ol style="list-style-type: none"> 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. <p>Suggested Structure</p> <p><i>Role models are extremely important in someone’s life.</i></p> <p><i>Your presentation was absolutely perfect.</i></p> <p><i>Ms. Thompson is my muse.</i></p> <p><i>This is the most interesting book I have ever read.</i></p> <p><i>I’m so hungry I could eat a horse.</i></p> <p><i>He is like a mouse in front of the teacher.</i></p> <p><i>Laughter is the best medicine.</i></p> <p><i>Her little sister is as nutty as a fruitcake.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Making a presentation about their favourite superheroes. 	
<p>J. DIGITAL WORLD</p> <ol style="list-style-type: none"> 1. Internet of Things 2. Internet Safety 3. Virtual Reality 4. Metaverse 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to identify features of futuristic technology in a recorded text. 2. Learners will be able to comprehend an audio-visual text about internet safety. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about common concerns about the internet safety. 	<p>9 Hours</p>

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 an article about internet.

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 text about internet safety.

Suggested Structure

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

The new application lets you create a profile and communicate with your followers— even lets you share photos.

Social media platforms are making users accept their updated terms.

He got his router replaced.

I will get my sister to design a new avatar for me.

Metaverse brings an important collaborative component to learning. It offers children a more complete and effective learning experience than ever before.

Task

1. Making a presentation about effective digital learning platforms.

<p>K. FUTURE LOOKS BRIGHT</p> <ol style="list-style-type: none"> 1. Predictions 2. Assumptions 3. Expectations 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to identify assumptions in an audio-visual text. 2. Learners will be able to identify the speaker’s mood in a recorded text about future predictions. <i>E.g. enthusiastic/pessimistic/optimistic/...</i> <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to arrange, cancel, and reschedule a meeting or an appointment. 2. Learners will be able to make future predictions. <p>Reading</p> <ol style="list-style-type: none"> 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. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write an expository essay about their future expectations. 2. Learners will be able to write a paragraph making assumptions for the future. <p>Suggested Structure</p> <p><i>When I finish this course, I will have been learning English for three years.</i></p> <p><i>By the time you arrive, I will have finished my homework.</i></p> <p><i>We will have visited all the museums in the city by the end of the summer.</i></p> <p><i>By the year 2050, our holograms will be attending lessons for us.</i></p> <p><i>This time tomorrow I will be studying on my science project.</i></p>	<p>9 Hours</p>
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	<p>Task</p> <ol style="list-style-type: none"> 1. Comparing the future presented in science fiction movies with present time. 	
<p>L. MEDIA LITERACY</p> <ol style="list-style-type: none"> 1. Reporting News 2. Means of Communication 3. Social Media 	<p>Listening</p> <ol style="list-style-type: none"> 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. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to report news. 2. Learners will be able to talk about real and fake news. 3. Learners will be able to discuss pros and cons of social media. <p>Reading</p> <ol style="list-style-type: none"> 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. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a news report. 2. Learners will be able to write a for and against essay about means of communication. 	<p>9 Hours</p>

	<p>Suggested Structure</p> <p><i>The professor advised us to follow her personal blog for more information.</i></p> <p><i>It has been announced that they are going to cancel the panel.</i></p> <p><i>Jane suggested spending less time on social media platforms.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Reporting real news stories. 	
TOTAL HOURS:		108 HOURS

11-15 YAŞ GRUBU İÇİN İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU

C1 DÜZEYİ

THEMES AND FUNCTIONS	OBJECTIVES, SUGGESTED STRUCTURES AND TASKS	HOUR
<p>A. COMFORT ZONE</p> <ol style="list-style-type: none"> 1. Friendship 2. Socialising 3. Peace of Mind 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to associate idiomatic and colloquial expressions with friendship in a recorded text. <i>E.g. keep up with/get together/get on well with/.....</i> 2. Learners will be able to draw conclusions from a recorded text about mindfulness. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to exchange ideas about their comfort zones. 2. Learners will be able to initiate and maintain a small talk while socialising. 3. Learners will be able to greet other people and introduce themselves in both formal and informal situations. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to summarise an article about overcoming distractions. 2. Learners will be able to guess the connotative meaning of words from the context about social environments. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a personal narrative essay about their comfort zones. 2. Learners will be able to write an informal letter to one of their friends. 	<p align="center">8 Hours</p>

	<p>Suggested Structure</p> <p><i>Participating in extracurricular activities has increased her self-esteem and developed her social skills.</i></p> <p><i>The statistics have shown that music lessons help children develop life-long skills and achieve academic success.</i></p> <p><i>His mom provides a calm and peaceful environment for her children. It helps them stay focused and think in an organized way.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research and making a presentation about how to improve concentration. 	
<p>B. 21ST CENTURY</p> <ol style="list-style-type: none"> 1. Global Issues 2. Global Goals 3. 21st Century Skills 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to spot the key information in an audio-visual text about the sustainable development goals. 2. Learners will be able to identify highlighted information in an audio-visual text about global issues. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to exchange ideas about 21st century skills. 2. Learners will be able to emphasise their statements. 3. Learners will be able to discuss global goals. <p><i>E.g. No poverty/quality education/affordable and clean energy/.....</i></p>	<p>9 Hours</p>

Reading

1. Learners will be able to analyse an article about sustainable development goals.
2. Learners will be able to interpret information in an article about the 21st century skills.

Writing

1. Learners will be able to write a cause-and effect essay about global issues.
2. Learners will be able to write a persuasive essay about how to use the 21st century skills effectively.

Suggested Structure

It is considered that the organisation is engaged in many activities to improve people's lives around the world.

All they want is to make a positive impact in the world.

It is strongly believed that 21st century skills are the abilities today's students need to succeed in their careers during the Information Age.

What we can do about this issue is to bring it to the attention of our elders.

The Greenhouse Effect is believed by many scientists to be responsible for the global warming of the last 50 years or more.

Task

1. Conducting a research and making a presentation about 21st century skills.

E.g. critical thinking/leadership/collaboration/communication/information literacy/cross-cultural understanding/.....

	<p>2. Conducting a research and making a presentation about global organisations that help improve the world.</p> <p><i>E.g. UNICEF/WHO/WWF/UNESCO/.....</i></p>	
<p>C. IN THE EXTREME</p> <ol style="list-style-type: none"> 1. Extraordinary Circumstances 2. Emergencies 3. Precautions 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend an audio-visual text about basic first aid procedures. 2. Learners will be able to identify details in an audio-visual text about taking precautions. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to discuss situations and events that are likely to happen. 2. Learners will be able to discuss what to do in case of emergency. <p><i>E.g. in case of fire/earthquake/avalanche/....</i></p> <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend first aid manuals. 2. Learners will be able to find specific information in a text about extraordinary circumstances. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a well-structured text about taking precautions for different extraordinary situations. 	<p>10 Hours</p>

	<p>2. Learners will be able to compose a cause-and-effect essay about emergent situations.</p> <p>Suggested Structure</p> <p><i>Try your best even if the task seems difficult.</i></p> <p><i>As long as you are still alive, you will definitely encounter good things in life.</i></p> <p><i>Bandages are incredibly useful provided you have an injury in an area that may get wet.</i></p> <p><i>Clean the area with soap and water if available.</i></p> <p><i>If it weren't for your help, I would have been in big trouble.</i></p> <p><i>Wouldn't it be amazing providing you could properly care for your own minor injuries?</i></p> <p><i>According to the weather forecast, there might be a storm tomorrow. If so, we'll go hiking another day.</i></p> <p><i>In case of fire, do not use the elevator.</i></p> <p><i>Suppose/supposing that an earthquake hits the city what shall you do?</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Having a debate about their “First Aid Kit Must Haves” 2. Conducting a research about universal distress call messages. <i>E.g. SOS/Mayday/PAN-PAN/SECURITE/.....</i> 	
<p>D. TENDENCIES</p> <ol style="list-style-type: none"> 1. Persuasion and Influencing Skills 2. Advertisements 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow a complex audio-visual about fashion. 2. Learners will be able to find specific information in a recorded advertisement. 	

<p>3. Fashion</p>	<p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to exchange ideas about advertisements. 2. Learners will be able to persuade someone to do something at the time of speaking. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend phrases for persuasion in a text about fashion trends. 2. Learners will be able to identify the needs/demands of people in a text about tendencies. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a well-structured essay about the effects of advertisement on people. 2. Learners will be able to write a text about advertisement techniques. <i>E.g. catchy slogans/colours/symbols/music/.....</i> <p>Suggested Structure</p> <p><i>Just think about.../Keep in mind that.../You must admit that.../.....</i></p> <p><i>I've been asked to say a few words./I'll try to be brief, I promise. I'd like to thank everyone for coming today.</i></p> <p><i>No matter how knowledgeable a person might be, we're all learning, all the time. Stay calm! Nobody expects you to know everything, they just want to learn from you.</i></p> <p><i>You must admit that we are using influencing skills all the time.</i></p>	<p>9 Hours</p>
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	<p><i>You should wear whatever suits you.</i></p> <p><i>However cheap or appealing it is, avoid unnecessary spending.</i></p> <p><i>It is removable, so you can bring it wherever you go and you can wash it when it gets dirty.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research about “How to Give Effective Presentations” <i>E.g. Using visual aids, connect with the audience, making eye contact,</i> 2. Making a presentation about the trends of the 21st century. 	
<p>E. TEAM WORK</p> <ol style="list-style-type: none"> 1. Collaboration 2. Entrepreneurship 3. Conflict Management 	<p>Listening</p> <ol style="list-style-type: none"> 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 complex recorded text about collaboration. <p>Speaking</p> <ol style="list-style-type: none"> 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. 	<p>9 Hours</p>

Reading

1. Learners will be able to detect specific information in a complex 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 a paragraph about entrepreneurship.

Suggested Structure

Anyone who has the will and determination to start a new company and deals with all the risks that go with it can become an entrepreneur.

There wasn't anything we could do.

Sometimes we don't need advice. We just need somebody to listen.

If the other person shares something you disagree with, let them finish.

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 types of collaboration.

<p>F. INFORMATION TECHNOLOGY</p> <ol style="list-style-type: none"> 1. Collecting Data 2. Sources of Information 3. Facts and Opinions 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a complex recorded text about types of information sources. <i>E.g. encyclopaedias/magazines/newspapers/library/catalog/.....</i> 2. Learners will be able to follow a complex audio-visual text about data collection methods. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to exchange ideas about information literacy. 2. Learners will be able to discuss data collection methods and tools. <i>E.g. interviews/surveys/observations/.....</i> <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to make inferences from an article about information transfer. 2. Learners will be able to distinguish facts from opinions in a journal of information science. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a well-structured argumentative text about sources of information. 2. Learners will be able to write a complex text about information transfer methods. 	<p>8 Hours</p>
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	<p>Suggested Structure</p> <p><i>Primary documents, secondary documents, tertiary documents.</i></p> <p><i>The more resources you find, the better your presentation will be.</i></p> <p><i>The more reliable the information is, the more readers it will reach.</i></p> <p><i>The more you consult for advice, the more perspectives you will get.</i></p> <p><i>The more carefully you plan, the better the result there will be.</i></p> <p><i>The harder you work, the more rapidly you will obtain results.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Making a presentation about artificial intelligence. 2. Conducting a research about robotics projects. 	
<p>G. ENTERTAINMENT</p> <ol style="list-style-type: none"> 1. Leisure Time Activities 2. Shows 3. Games and Sports 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow an entertainment TV/radio programme. 2. Learners will be able to comprehend specific information in a complex recorded text about games and sports. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to prioritise their leisure time activities. 2. Learners will be able to compare entertainment preferences. 3. Learners will be able to discuss top rated shows. 	<p>10 Hours</p>

Reading

1. Learners will be able to comprehend a complex text about games and sports.
2. Learners will be able to paraphrase information in entertainment and TV magazines.

Writing

1. Learners will be able to write a review for different types of entertainment.
2. Learners will be able to write a well-organised essay about leisure time activities using cohesive devices.

Suggested Structure

Even though the athlete started the race on time, she was unable to complete it.

Although bowling does not belong to the Olympic sports, it is among the most popular sports in special Olympics.

Tennis tournament continues despite the bad weather.

He did not watch the TV show in spite of its popularity.

Unlike figure skating, ice skating is not a highly valued sport.

Whereas I prefer reading fiction, my brother doesn't.

Task

1. Finding ratings and reviews for the newest movies and TV shows on IMDb.

<p>H. BEING CURIOUS</p> <ol style="list-style-type: none"> 1. Geographical Explorations 2. Geographical Regions 3. Map Reading 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a complex recorded text about geographical explorations. 2. Learners will be able to detect geographical features in a documentary about geographical regions. <i>E.g. Caribbean, Central America, Europe, Africa,...</i> <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to exchange ideas about geographical explorations. 2. Learners will be able to describe geographical features of a region. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to find specific information in an article about geographical features. <i>E.g. mountains/valleys/plateaus/deserts/.....</i> 2. Learners will be able to recognise familiar expressions about map reading. <i>E.g. equator/hemisphere/compass rose/scale/cardinal directions/.....</i> <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a descriptive text about a geographical region. 2. Learners will be able to write a well-structured text about geographical explorations. 	<p>9 Hours</p>
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Suggested Structure

The geographical regions of Türkiye comprise seven regions.

The Eastern Anatolia Region, The Central Anatolia Region, The Black Sea Region, The Mediterranean Region, Aegean Region, The Marmara Region, The South-eastern Anatolia Region

The Caribbean offers entrancing geographical features such as mountains, volcanoes, rain forests and coral reefs.

I wonder why deserts are hot during the day and cold at night.

I don't know if everyone has fully grasped how dunes are formed.

They would like to learn why Etna erupts so frequently.

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

I will never understand what makes geography hard for students to learn.

They got lost in the woods. Luckily, they knew how to read a map.

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

Task

1. Exploring the geographic features of a place by taking a virtual tour.
2. Playing the “Treasure Hunt” game.

<p>I. KNOWING YOURSELF</p> <ol style="list-style-type: none"> 1. Self-Confidence and Self-Esteem 2. Strengths and Weaknesses 3. Multiple Intelligence 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a complex recorded text about building self-confidence. 2. Learners will be able to find the specific information in a complex recorded text about types of intelligence. <p>Speaking</p> <ol style="list-style-type: none"> 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. 3. Learners will be able to talk about characteristics of intelligence types. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to find specific information in a complex text about components of self-esteem. 2. Learners will be able to evaluate the results of an aptitude test. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write well-structured a self-introductory text. 2. Learners will be able to write a complex paragraph about their strengths and weaknesses. <p>Suggested Structure</p> <p><i>Linguistic intelligence/interpersonal intelligence/bodily-kinesthetic intelligence/</i></p>	<p>8 Hours</p>
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	<p><i>Do you like to draw, put puzzles together or read maps? If you do, you might be strong in visual spatial intelligence.</i></p> <p><i>People who are good at using their bodies, such as athletes or dancers, probably have a very strong bodily-kinesthetic intelligence.</i></p> <p><i>They get information more easily through pictures than words.</i></p> <p><i>She can solve equations in her head.</i></p> <p><i>Learning a new language can be challenging, but it's also really rewarding when you're successful at it.</i></p> <p><i>We're going to miss the deadline. You yourself said we would definitely finish in time!</i></p> <p><i>I don't think you need help with your homework. You can do it yourself.</i></p> <p><i>People have to solve their own problems to improve themselves.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Preparing questions for a "How Well Do You Know Yourself" quiz and applying it in the classroom. 2. Making a presentation about "How would you describe yourself in 50 words?" 	
<p>J. THINKING OUTSIDE THE BOX</p> <ol style="list-style-type: none"> 1. Forms of Art 2. Language and Literature 3. Impressions 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend the characteristics of a work of art in an audio-visual text. 	<p>10 Hours</p>

2. Learners will be able to recognise familiar expressions in a complex recorded text about language and literature.

Speaking

1. Learners will be able to express their impressions about a work of art.
2. Learners will be able to exchange ideas about different forms of art.

Reading

1. Learners will be able to detect different forms of art in a complex text.
E.g. painting/sculpture/music/architecture/.....
2. Learners will be able to detect literary devices in a complex artistic text.
E.g. evaluating the plot/characters/setting/.....

Writing

1. Learners will be able to write a well-structured persuasive essay about art.
2. Learners will be able to write a well-structured text about their impressions about a work of art.

Suggested Structure

line/space/colour/tone/shape/.....

landscape/peaceful/lifelike/serene/remarkable/.....

Osman Hamdi Bey, who is accepted as one of the first Turkish painters, was born in Istanbul in 1842. In the painting, 'The Tortoise Trainer', Osman Hamdi himself supervises tortoises eating leaves.

	<p><i>This is a large oil painting dating from, I think, the 15th century.</i></p> <p><i>The novel tells the story of a small village and the people who live there with some grim secrets.</i></p> <p><i>Hamlet, written by Shakespeare sometime in the early 1600s, is among the world classics.</i></p> <p><i>Sherlock Holmes is a fictional private detective created by the British author Sir Arthur Conan Doyle.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Presenting one of the most famous writers in the English literature and language. 2. Conducting a research and making a presentation about a traditional Turkish art. <i>E.g. miniatures, marbling, and calligraphy, embroidery, carpet-making,.....</i> 	
<p>K. NEEDS AND DEMANDS</p> <ol style="list-style-type: none"> 1. Shopping 2. Recommendations 3. Making Complaints 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to infer the meaning of the shopping related idioms in a complex audio-visual text. <i>E.g. Bargain hunting/window shopping/can't afford/It costs a fortune/.....</i> 2. Learners will be able to follow a complex recorded text about complaining. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to give recommendations. 2. Learners will be able to make complaints. 	<p>9 Hours</p>

3. Learners will be able to discuss their needs.

Reading

1. Learners will be able to comprehend a complex text giving recommendations.
2. Learners will be able to detect specific information in a letter of complaint.

Writing

1. Learners will be able to write a complex essay to give recommendations.
2. Learners will be able to write a well-structured letter of complaint.

Suggested Structure

You have to learn to tell the difference between wants and needs.

Anything you need to survive is a need. Food, water, clothing, and shelter are all needs.

In the future, we will probably have to buy everything online.

This one is definitely a must-try.

I would advise/encourage/suggest/recommend.../Make sure you (don't) ...The sooner you ... the better.

I wish to complain about.../I am complaining because.../To resolve this problem I would like you to.../There appears to be something wrong with.../.....

His mom asked for a full refund.

Task

1. Making a presentation about “Saving, Investment and Domestic Goods Week”

<p>L. IT'S AMUSING!</p> <ol style="list-style-type: none"> 1. Edutainment 2. Jokes and Anecdotes 3. Live Performances 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow a complex audio-visual live performance. <i>E.g. School play/opera/stand-up comedy/theatrical performance/live concert.....</i> 2. Learners will be able to identify the elements of humour in a recorded text. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to discuss edutainment activities. 2. Learners will be able to evaluate live performances. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend the punchline of a joke in comic books. 2. Learners will be able to identify sarcastic remarks in a comic book or graphic novels. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a well-structured paragraph about the moral of a story. 2. Learners will be able to write a Turkish anecdote in English. <p>Suggested Structure</p> <p><i>Edutainment combines the words "education" and "entertainment." The goal of edutainment is to make learning enjoyable and fun.</i></p> <p><i>This new programme is designed to edutain kids.</i></p> <p><i>Nasreddin Hodja is believed to have been born in Hortu Village in Sivrihisar, Eskisehir province, present-day Türkiye in the 13th century.</i></p> <p><i>- I have a riddle for you: What kind of room has no doors or windows?</i></p>	<p>9 Hours</p>
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	<p><i>- I have no idea.</i></p> <p><i>- A mushroom.</i></p> <p>Task</p> <p>1. Making a presentation about edutainment activities.</p>	
TOTAL HOURS:		108 HOURS

11-15 YAŞ GRUBU İÇİN İNGİLİZCE KURS PROGRAMI ÜNİTE/KONU, KAZANIM VE SÜRE TABLOSU

C2 DÜZEYİ

THEMES AND FUNCTIONS	OBJECTIVES, SUGGESTED STRUCTURES AND TASKS	HOUR
<p>A. KNOW YOUR HISTORY</p> <ol style="list-style-type: none">1. Civilisations2. Ages in Human History3. Events That Changed Our World	<p>Listening</p> <ol style="list-style-type: none">1. Learners will be able to comprehend a documentary employing idiomatic usage about historical events.2. Learners will be able to make inferences from a long, complex audio-visual text about ages in human history. <p>Speaking</p> <ol style="list-style-type: none">1. Learners will be able to discuss the important events in the world history. <i>E.g. the discovery of fire/invention of the printing press/invention of the wheel/.....</i>2. Learners will be able to produce clear, smoothly flowing, well-structured discourse about ancient civilisations. <p>Reading</p> <ol style="list-style-type: none">1. Learners will be able to evaluate an article about the impact of different empires in the world.2. Learners will be able to find specific information in a long, complex text about civilisations.	<p>10 Hours</p>

Writing

1. Learners will be able to write a cause-and-effect essay about a historical event and its consequences.
2. Learners will be able to write a compare and contrast essay about ancient and modern civilisations.

Suggested Structure

Battle of Manzikert, (26 August 1071), is the battle in which the Byzantines under the emperor Romanus IV Diogenes were defeated by the Seljuq Turks led by the Sultan Alp-Arslan (meaning "Heroic Lion" in Turkish).

Having been invented as a device to predict the future by the Chinese, the magnetic compass contributed to innovations in physics and electrical engineering.

Being pioneers of the Iron Age, the Hittites are mostly known for their use and manufacture of iron tools.

Task

1. Taking a 3D virtual tour of Museum of Anatolian Civilisation.
2. Narrating a significant event in Turkish history.
3. Conducting a research about major time periods in history.

E.g. Ancient Greece, Ancient Rome, Byzantine Empire, Ottoman Empire...

<p>B. DO YOUR PART</p> <ol style="list-style-type: none"> 1. Community Services 2. Voluntary Work 3. Helping Others 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to distinguish the main idea from supporting details in a complex recorded text about community services. 2. Learners will be able to follow a complex audio-visual text about community work. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to elaborate a conversation about community services. <i>E.g. collecting school supplies to donate/planting a school garden/school garden clean-up/.....</i> 2. Learners will be able to take part in a conversation about being a volunteer. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to evaluate information in an article about voluntary work. 2. Learners will be able to detect specific information in a complex text about community services. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a well-structured essay about helping others. 2. Learners will be able to write a complex text about voluntary work. <p>Suggested Structure</p> <p><i>All she wants to do is to work as a volunteer and help others.</i></p> <p><i>What you should keep in mind is that volunteering is a great way to use your skills to help others, and at the same time learn something new.</i></p>	<p>9 Hours</p>
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	<p><i>It is on December 5th when the International Volunteer Day is celebrated.</i></p> <p><i>All she was trying to do was to make a difference and do her part by joining a climate change volunteer project.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research about community volunteering. 2. Making a presentation about ways to volunteer in your community. <p><i>E.g. visiting the elderly/volunteering in an animal shelter/.....</i></p>	
<p>C. ENTREPRENEURSHIP</p> <ol style="list-style-type: none"> 1. Competencies 2. Transferable Skills 3. Innovators 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to identify specific information in a long, complex audio-visual text about innovations 2. Learners will be able to make inferences in a long, complex recorded text about competencies. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about innovators. 2. Learners will be able to exchange information about competencies. <p><i>E.g. effective communication/creativity/critical thinking/problem solving/.....</i></p> <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to paraphrase information in an article about a famous innovator. 2. Learners will be able to analyse a long, complex text about transferrable skills. 	<p>10 Hours</p>

	<p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a well-structured personal self-assessment text. 2. Learners will be able to write a complex text about competencies in an appropriate and effective style and a logical structure. <p><i>E.g. determination/courage/cooperation/.....</i></p> <p>Suggested Structure</p> <p><i>Linkers Connectors (to show contrast/reason and cause/purpose/addition/consequence/exemplification...)</i></p> <p><i>Students are required to show competency in some skills in order to obtain a degree.</i></p> <p><i>Despite their success in finding innovative and practical solutions, innovators might face serious challenges.</i></p> <p><i>The teenage entrepreneur from India created a bicycle-powered washing machine. She used some recycled bicycle parts to create a device that saves time and energy.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research and making a presentation about young innovators. 2. Making a presentation about what they are planning to major in. 	
<p>D. LEARN FROM YOUR MISTAKES</p> <ol style="list-style-type: none"> 1. Success and Failure 2. Motivation 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow a long, complex audio-visual text about success and failure with relative ease. 	

<p>3. Encouragement</p>	<p>2. Learners will be able to follow a long, complex recorded text about motivation delivered at fast natural speed.</p> <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about success and failure comfortably and appropriately. 2. Learners will be able to make clear, smoothly flowing, well-structured discourse about their success story. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to detect facilitation skills in a long, complex text about encouragement. 2. Learners will be able to comprehend the implications of a sophisticated text about motivation. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a clear, smoothly flowing, complex text in an appropriate and effective style and a logical structure about motivation. 2. Learners will be able to write a clear, smoothly flowing and engaging success story. <p>Suggested Structure</p> <p><i>Prepositional Phrases (E.g. with respect to.../on behalf of.../regardless of.../at the expense of...)</i></p> <p><i>Regardless of the source of it, fear prevents too many people from achieving what they are capable of.</i></p>	<p>9 Hours</p>
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	<p><i>Most of the time, it's not worth giving up just because you feel discouraged.</i></p> <p><i>Susan is at the summit of her success at the moment.</i></p> <p><i>If you didn't study for your exam, then you are destined for failure.</i></p> <p><i>I can't cope with all of this uncertainty. I need to hear back from the schools I applied to.</i></p> <p><i>Our team won against all odds.</i></p> <p><i>It was our first expedition which had been successful in passing through Central Africa from the north.</i></p> <p><i>It took me years of hard work, but the effort paid off because I got into one of the prestigious schools.</i></p> <p><i>They were unlikely to finish the project on time, but they pulled it off.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Acting out in a role-play to give a pep talk. 	
<p>E. COMPASSING THE WORLD</p> <ol style="list-style-type: none"> 1. Travel Destinations 2. Itineraries 3. Navigation 4. Recreational Activities 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend an audio-visual text delivered at fast and natural speed about travel destinations. 2. Learners will be able to follow and make appropriate inferences in a complex recorded text about navigation. 	<p>8 Hours</p>

Speaking

1. Learners will be able to talk with an effective logical structure about various travel destinations.
2. Learners will be able to exchange information about itineraries comfortably and appropriately.
3. Learners will be able to produce clear, smoothly flowing, well-structured discourse to compare recreational activities.

Reading

1. Learners will be able to make appropriate inferences in a long, complex text about travel destinations.
2. Learners will be able to extract specific information from a travel memoir.

Writing

1. Learners will be able to write a clear, smoothly flowing complex descriptive essay about travel.
2. Learners will be able to write a travel itinerary in an appropriate and effective style and a logical structure.

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.

	<p><i>Never have I encountered such serene mountains.</i></p> <p><i>On no account should you sit around the campfire.</i></p> <p><i>No sooner had we entered the hotel, we realized how comfortable it was.</i></p> <p><i>Only after we arrived at the station, did we say our goodbyes.</i></p> <p><i>Only if she explores the area, will she come up with new recreational activities.</i></p> <p><i>Only now do I understand how soothing playing golf is.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research about virtual tour websites. 2. Preparing a pamphlet about tourist attractions in Türkiye. 	
<p>F. CELEBRATIONS</p> <ol style="list-style-type: none"> 1. Festive Seasons 2. Religious Celebrations 3. Cultural Experiences 4. Differences and Similarities 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend colloquial phrases in a complex audio-visual text about festivals. 2. Learners will be able to follow running commentary of a celebration event with relative ease. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to give clear, smoothly flowing, elaborate and often memorable descriptions about a religious celebration. 2. Learners will be able to talk with an effective logical structure about differences and similarities between Turkish and other cultures. 	<p>9 Hours</p>

Reading

1. Learners will be able to paraphrase information in a long, complex text about cultural experiences.
2. Learners will be able to infer implicit as well as explicit meaning in a long, complex text about celebrations in various countries.

Writing

1. Learners will be able to write an essay in an appropriate and effective style and a logical structure about their cross-cultural experiences.
2. Learners will be able to write a clear, smoothly flowing, complex descriptive text about festive seasons.

Suggested Structure

Something that everyone likes about local festivals is getting 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 party 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.

	<p><i>One thing that makes me cheerful about new year is every year brings with it new opportunities to mould yourself into what you want to be.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Making a presentation about multinational festivals. 	
<p>G. LIVING IN A SOCIETY</p> <ol style="list-style-type: none"> 1. Architecture and Culture 2. Urban and Rural Places 3. Linking Ideas 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow a complex audio-visual text about living in a society. 2. Learners will be able to comprehend the details in a complex recorded text about architecture and culture. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to exchange information about urban and rural places. 2. Learners will be able to discuss the reasons of migration. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to evaluate cultural references in an article about architecture. 2. Learners will be able to recognise a variety of expressions associated with each other in a text about cultural impact on the architecture. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a text about cultural influences on society and architecture in an appropriate and effective style and a logical structure. 	<p>9 Hours</p>

2. Learners will be able to write a clear, smoothly flowing complex text comparing urban and rural places.

Suggested Structure

suburbs/urban sprawl/facilities/infrastructure/sanitary/road safety/poor air quality/housing/...

Do you prefer old or modern buildings?

This historic tower in southern England has lasted for several centuries.

What is the most unusual building you have ever visited?

Architects express an artistic vision through the size, shape, colour, materials, and style of a building's elements.

The Great Pyramids of the ancient Egyptians were made of limestone.

This recently built lighthouse is situated in peaceful countryside in France.

Walls and roofs can crack or collapse if they are not properly designed.

The development of steel frames in the late 1800s allowed architects to design much taller buildings.

Task

1. Conducting a research about cultural influences on society and architecture.

E.g. mosques, temples, cathedrals, castles.....

<p>H. AMAZING SPACE</p> <ol style="list-style-type: none"> 1. The Solar System 2. Celestial Events 3. Space Exploration 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a complex recorded text delivered at fast natural speed about space exploration. 2. Learners will be able to make appropriate inferences in a complex audio-visual text about celestial events. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to exchange ideas about the Solar System comfortably and appropriately. 2. Learners will be able to talk about space technology with clarity and precision. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend a complex text in a science magazine. <i>E.g. equinox/solar eclipse/lunar eclipse/meteor shower/.....</i> 2. Learners will be able to identify specific information in an article about the Solar System. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a clear, smoothly flowing text about the advances in space technology. 2. Learners will be able to write a text about the Solar System providing an appropriate and logical structure. 	<p>8 Hours</p>
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	<p>Suggested Structure</p> <p><i>constellation/comet/shuttle/orbit/launch/outer space/.....</i></p> <p><i>Jupiter is the biggest planet in our Solar System.</i></p> <p><i>The Sun is the centre of our Solar System.</i></p> <p><i>In our Solar System, the closest planet to the sun is Mercury.</i></p> <p><i>If you weigh 100 pounds on Earth, you would weigh only 7 pounds on Pluto.</i></p> <p><i>The Sun is large enough that approximately 1.3 million Earths could fit inside</i></p> <p><i>Neil Armstrong was the first person to set foot on the surface of the moon.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research and making a presentation about facts of the space. 	
<p>I. SCIENCE AND TECHNOLOGY</p> <ol style="list-style-type: none"> 1. Advances in Technology 2. Computer Literacy 3. Robotics 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow a long, complex audio-visual text about science and technology. 2. Learners will be able to identify the key points of a long, complex recorded text about robotics. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to discuss advances in technology comfortably and appropriately. 2. Learners will be able to exchange information about computer literacy with clarity and precision. 	<p>8 Hours</p>

Reading

1. Learners will be able to comprehend structurally complex or highly colloquial text about computer literacy.

E.g. input/output/define/log in/log off/.....

2. Learners will be able to infer implicit as well as explicit meaning in a long complex text about advances in technology.

Writing

1. Learners will be able to produce a clear, smoothly flowing, complex text about advances in technology.
2. Learners will be able to write an expository text about computer literacy in an appropriate and effective style and a logical structure.

Suggested Structure

Robotics offers an educational tool for kids to think out of the box. They learn how to program, design, and make their own robots.

It is vital that Generation Z be equipped with the necessary skills including computer literacy.

It is essential that every school should have a Robotics curriculum.

Computer engineers suggest that especially young people keep up with technological advances.

	<p><i>Kids are learning from a very young age about technology. They have classes on computers.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research about robotics and coding in education. 	
<p>J. MYSTERIES OF THE WORLD</p> <ol style="list-style-type: none"> 1. Myths and Legends 2. Vanished Cities 3. Making Inferences 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow an audio-visual text about ancient mysteries delivered at fast natural speed. 2. Learners will be able to make appropriate inferences in a long, complex audio-visual text about vanished cities. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to talk about mysteries of the world comfortably and appropriately. 2. Learners will be able to exchange ideas about myths and legends with clarity and precision. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to identify the finer points and implications in a complex text about vanished cities and civilisations. <p><i>E.g. vanish into thin air/without a trace/lose track of someone or something/.....</i></p>	<p>9 Hours</p>

2. Learners will be able to infer implicit as well as explicit meaning in a long, complex text about myths and legends.

Writing

1. Learners will be able to write a complex text about an unexplained phenomenon in an appropriate and effective style and a logical structure.
2. Learners will be able to write a short, clear, smoothly flowing and engaging mystery 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.

Despite being passed on over the centuries, some legends remained unchanged as if they belong to present.

The floods were rising and it was as if it was the end of the world.

Tourists felt as if they embarked on a mystical journey to the past while sailing through Kekova, the sunken city.

I felt as though the characters came alive while I was leafing through the pages of the Epic of Gilgamesh.

	<p>Task</p> <ol style="list-style-type: none"> 1. Making a presentation about unsolved mysteries. <i>E.g. the lost continent Atlantis/Bermuda Triangle/Loch Ness monster/the Pilot Amelia Earhart/.....</i> 	
<p>K. EFFECTIVE STUDYING</p> <ol style="list-style-type: none"> 1. Time Management 2. Study Plans 3. Scholarships 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to follow a recorded text about time management delivered at fast natural speed. 2. Learners will be able to identify the implications in colloquial discussions in an audio-visual text about effective studying. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to exchange information about study plans with clarity and precision. 2. Learners will be able to discuss scholarship application procedures comfortably and appropriately. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to interpret a structurally complex text about effective studying. 2. Learners will be able to evaluate an informative text about time management. 	<p>10 Hours</p>

Writing

1. Learners will be able to write a complex text about time management in an appropriate and effective style and a logical structure.
2. Learners will be able to write a well-organized paragraph about effective studying.

Suggested Structure

I've the feeling that.../I might be wrong, but.../ The way I see it, .../.....

These days, the government have been providing many opportunities for the teens.

Applications are received online through the online application system, free of charge.

Now that you have graduated from high school, it is time to consider what kind of education and career you would like to pursue.

Every year college fairs are visited by hundreds of students to learn more about schools.

The registration process is pretty standard at most schools. Generally, an entrance exam is required, a personal statement is written and finally, the application must be submitted before the deadline.

In order for an effective time management, goals ought to be set correctly.

Task

1. Conducting a research about “Effective Time Management Tips”

E.g. create a daily planner, prioritise important tasks, avoid distractions,.....

<p>L. KEEP AN OPEN MIND</p> <ol style="list-style-type: none"> 1. Mass Communication 2. Social Interactions 3. Building Relationships 	<p>Listening</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend idiomatic expressions in a complex audio-visual text about building relationships. <i>E.g. join hands/put up walls/break down barriers/reach across borders/.....</i> 2. Learners will be able to make appropriate inferences in a complex recorded text about mass communication. <p>Speaking</p> <ol style="list-style-type: none"> 1. Learners will be able to make a clear, smoothly flowing, elaborate presentation about mass communication. 2. Learners will be able to discuss social interactions comfortably and appropriately. <p>Reading</p> <ol style="list-style-type: none"> 1. Learners will be able to comprehend the finer points and implications of a complex article about mass communication. 2. Learners will be able to detect specific information in a complex text about social interactions. <p>Writing</p> <ol style="list-style-type: none"> 1. Learners will be able to write a complex about building relationships text in an appropriate and effective style and a logical structure. 2. Learners will be able to write a clear, smoothly flowing argumentative text about mass communication. 	<p>9 Hours</p>
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	<p>Suggested Structure</p> <p><i>Television is the fastest means of mass communication, isn't it?</i></p> <p><i>Social interaction from an early age is a key factor in learning to speak effectively for clear communication, isn't it?</i></p> <p><i>Friends are people that you can have fun with, aren't they?</i></p> <p><i>Suppose you lost your internet connection, what would you do?</i></p> <p><i>As long as you have strong social skills, you can get along well with your peers and you are likely to make friends more easily.</i></p> <p><i>Provided that you accept people as they are, value their feelings and opinions, you can build strong friendships.</i></p> <p>Task</p> <ol style="list-style-type: none"> 1. Conducting a research about how to improve cross-cultural communication. 	
TOTAL HOURS:		108 HOURS

ÖLÇME VE DEĞERLENDİRME İLE 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 düzeye 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