

**10<sup>th</sup> Grade****ORTAÖĞRETİM İNGİLİZCE DERSİ 10. SINIF ÖĞRETİM PROGRAMI (CEFR “A2+ - B1” SEVİYELERİ)**

10. Sınıf İngilizce dersi öğretim programında öğrenim gören öğrencilerin Avrupa Ortak Başvuru Metninde belirlenen en son Temel Düzey seviyesi olan A2+ seviyesinden ilk Bağımsız Kullanıcı-B1 Seviyesine geçiş yapması amaçlanmıştır. Bu geçiş sürecinde programda öncelikli olarak dinleme ve konuşma becerilerinin günlük konuşma dilinde kullanılan kelimeler ile desteklenerek geliştirilmesine yer verilmiştir. 10. Sınıf öğrencilerinin yaşları ve ana dillerindeki gelişimleri de göz önünde bulundurularak okuma ve yazma aktivitelerine de dinleme ve konuşma aktiviteleri ile bağlantılı olmak şartıyla eşit ağırlık verilmeye çalışılmıştır. Tüm becerilerin gerçek hayatta dil kullanımına paralel olarak birbirleri ile ilintili ve birbirlerini destekler aktiviteler ve materyaller ile öğrencilere sunulması amaçlanmıştır. Öğrencilerin gerek yabancı dil gerek ise genel kültür alanlarında bildikleri konulardan bilmedikleri konulara yönlendirilmeleri programın temelini oluşturur. Buna ek olarak öğrencilerin dili bir bütün olarak görmeleri ve pratik yapmaları teşvik edilmektedir. Dili rahat ve akıcı bir şekilde kullanabilmelerinin yanında 10. Sınıf öğrencilerinin İngilizceyi kendilerini farklı alan, konu, ve düzeylerde gerek sözel gerek ise kısa da olsa yazılı şekilde ifade edebilmeleri beklenmektedir. Telaffuz çalışmalarına özel bir önem verilmesi bazı telaffuz hatalarının kalıcı olmaması için 10. Sınıf programının önemli bir parçasıdır. Bu nedenle programda belirtilen dil becerilerinin sıralamasının da mümkün olduğu ölçüde ana dilin öğrenilmesi sürecini (Dinleme, Konuşma, Telaffuz, Okuma, Yazma) yansıtmayı amaçlamaktadır.

**A2+ (Temel Düzey Kullanıcı)**

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

**B1 (Bağımsız Kullanıcı)**

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

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>1</b> <i>School Life</i>	<b>Greeting people</b>  <b>Exchanging personal information</b>  <b>Taking part in a conversation in everyday life situations</b>  <b>Using the language both in formal/informal settings</b>	<b>Listening</b> <ul style="list-style-type: none"> <li>Students will be able to identify and respond to lexis and jargon related to school life, family and free time activities.</li> <li>Students will be able to understand phrases used to express themselves in everyday life situations.</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Students will be able to practice intonation in asking and answering questions in daily conversations.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Students will be able to introduce themselves and talk about themselves individually, ask about the others, talk about free time activities in pairs or small groups.</li> <li>Students will be able to talk about what is happening in a place/picture etc.</li> <li>Students will be able to exchange personal information.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Students will be able to describe themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions.</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Students will be able to identify and understand related lexis and jargon in short texts on educational and daily life.</li> </ul>	I go to school every day.  Where do you live?  Are you from ...?  I usually play basketball after school.  Do you have any sisters or brothers? Yes, I have a sister. No, I don't have any sisters or brothers.  What does your father do? He is an engineer.  How do you come to school? I come to school on foot/ by bus.  Which subject do you like most? I like .... most.  What's your favorite ...? My favorite .... is .... What kind of ... do you like? Do you like ...? Yes, I love it. / I really like it. /No, I hate it.  What do you think about ..? I think..... In my opinion, ...  What is she doing now? She's getting ready for school now..	Movies Realia Surveys Class Profile Posters Short Reading Texts Information Gap Activities Role-plays Miming and Acting Songs Communicative Games <b>IDIOMS/PROVERBS</b> <b>OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO</b> <b>ENTRY</b> <b>VIDEO BLOG</b> <b>ENTRY</b>

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>2</b>  <i>Plans</i>	<b>Describing plans and arrangements</b>  <b>Expressing one's ideas in unplanned situations</b>  <b>Making oral presentations on a planned topic</b>  <b>Giving to and receiving feedback from peers</b>	<b>Listening</b> <ul style="list-style-type: none"> <li>Students will be able to watch, listen, and respond to plans to organize an event.</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Students will be able to practice intonation in asking and answering questions in daily conversations.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Students will be able to act out a dialogue between people making plans.</li> <li>Students will be able to talk about their own plans for the future.</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Students will be able to read a short text on effective time management skills and identify the ones that they have and they don't.</li> <li>Students will be able to skim and scan texts in time tables or planners.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Students will be able to read a weekly planner and write about an individual's plans.</li> <li>Students will be able to fill in weekly planners for themselves and report orally to whole class.</li> <li>Students will be able to make a shopping list.</li> </ul>	<p>I am going to fly to New York this summer. I've already bought my ticket.</p> <p>We're gonna meet at the café. When are you going to take the exam?</p> <p>A: Are you coming to the movies this afternoon? B: I'm afraid I can't. I'm meeting with my friends at the café. A: And you? Are you free this afternoon?</p> <p>A: I won't be in Ankara for some time. B: When will I see you again? A: My family and I are going to come back in September.</p> <p>A: Susan is looking for you. B: Ok, I'll see her in the classroom.</p> <p>We should leave the house now. Our bus leaves at 8:30 and we have 15 minutes to catch it. I think I'll be a teacher in 10 years from now. I'm sure, you'll be very rich one day.</p> <p>He is having a job interview on Monday.</p>	<p>Movies</p> <p>Daily/Weekly/Monthly</p> <p>Planners</p> <p>Surveys</p> <p>Interviews</p> <p>Short Oral Presentations</p> <p>Role-plays</p> <p>Shopping Lists</p> <p>Group Problem Solving</p> <p>Activities</p> <p>Songs</p> <p>Communicative Games</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>3</b>  <b>Detective Stories</b>	<b>Describing past activities and personal experiences</b>  <b>Talking about sequential actions</b>  <b>Describing people and places in details</b>	<b>Listening</b> <ul style="list-style-type: none"> <li>Students will be able to put the events in the correct order by listening to a story.</li> <li>Students will be able to listen, define and match vocabulary related to detective stories.</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Students will be able to practice uttering “-ed” suffix in V2.</li> <li>Students will be able to practice pronunciation of “did you” in questions.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Students will be able to act out a role play in a murder scene.</li> <li>Students will be able to create a meaningful story by uttering several sentences in a row and taking turns.</li> <li>Students will be able to talk about their personal experiences.</li> <li>Students will be able to retell a story by describing people and places in detail.</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Students will be able to read short biographies of famous detectives and fill in the timelines with events and dates.</li> <li>Students will be able to read and understand about past events and experiences.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Students will be able to write the end of a given unfinished detective story.</li> <li>Students will be able to write a short summary of a movie.</li> </ul>	<p>First, there was a sudden noise...</p> <p>When we entered the room, there was a person lying on the ground. The police talked to all suspects and took notes on their whereabouts at the time of the murder.</p> <p>I was reading a book when I heard the gunshot. I immediately went to the hall and saw a man running.</p> <p>I finished school two years ago.</p> <p>I ran into a friend while I was walking to school.</p> <p>Yesterday morning I got up. First, I brushed my teeth. Then I had breakfast. I drank my coffee. Finally, I left the house at 8:00.</p> <p>yesterday, yesterday evening, two hours ago, in 1998, last weekend, last summer, last Friday</p>	<p>Movies</p> <p>Short texts</p> <p>Scanning and Filling in Charts</p> <p>Role-plays</p> <p>Drama (Plays)</p> <p>Cue-cards</p> <p>Picture Strips</p> <p>Writing an Alternative Ending to a Story</p> <p>Collaborative Story</p> <p>Writing</p> <p>Movie Review</p> <p>Songs</p> <p>Communicative</p> <p>Games</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO</b></p> <p><b>ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS TASKS
<b>4</b>  <i>Ancient Civilizations</i>	<b>Describing habits and routines in the past</b>  <b>Making oral presentations on a planned topic</b>  <b>Giving to and receiving feedback from peers</b>	<b>Listening</b> <ul style="list-style-type: none"> <li>Students will be able to watch short series of documentaries on ancient civilizations and locate specific information in charts.</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Students will be able to practice /t/ and /θ/ sounds (three - tree, thank – tank, etc).</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Students will be able to give short presentation on an ancient civilization.</li> <li>Students will be able to talk about 10 things they used to do when they were a child.</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Students will be able to read short texts on social, educational, and technological lives of ancient civilizations around the world.</li> <li>Students will be able to identify the differences between ancient civilizations and the ones in the 21<sup>st</sup> century in the form of phrases or short answers.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Students will be able to write a short descriptive paragraph on the ancient civilization they presented in speaking.</li> <li>Students will be able to write the things they used to do when they were a child.</li> </ul>	<p>People used to build pyramids for Egyptian pharos.</p> <p>Egyptians used to mummify their dead.</p> <p>People did not use to have personal computers.</p> <p>We used to live in a small town when I was young, but now we live in a big city.</p> <p>I used to play with my dolls when I was a kid.</p> <p>She used to carry her blanket with her when she was a child.</p> <p>I didn't use to go to school when I was a baby.</p> <p>There didn't use to be any traffic jam in the main streets of this city 50 years ago.</p>	<p>Documentaries</p> <p>Scanning and Matching</p> <p>Headings with Paragraphs</p> <p>Pictures of a City in Turkey</p> <p>70 Years Ago and Now</p> <p>Short Reading Texts</p> <p>Completing Time Lines with Events and Dates</p> <p>Descriptive Paragraphs</p> <p>Oral Presentations</p> <p>Posters of Past and Present</p> <p>Collaborative Story Writing</p> <p>Songs</p> <p>Communicative Games</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>5</b>  <b>Travel</b>	Asking for detailed information	<b>Listening</b> <ul style="list-style-type: none"> <li>Students will be able to identify and respond to interview questions.</li> <li>Students will be able to use and understand phrases used to make reservations.</li> <li>Students will be able to get simple information about travel.</li> </ul>	Where have you been? Have you ever...? I have visited ...  Did you like there? It was the most beautiful scenery I've ever seen. It's really worth seeing.  I have just tidied my room.	Movies Maps (city and country) Realia Information-gap Currencies
	Taking part in interviews	<b>Pronunciation</b> <ul style="list-style-type: none"> <li>Students will be able to practice intonation in question tags (both rising and falling).</li> </ul>	Have you finished your final report? Yes, I've just finished it.	Announcements Phone Conversations
	Talking about past and present events/experiences	<b>Speaking</b> <ul style="list-style-type: none"> <li>Students will be able to talk about their experiences, ask about the others', and exchange ideas.</li> <li>Students will be able to make reservations and talk about what they would like to do on their holidays.</li> <li>Students will be able to deal with most situations likely to arise when making travel arrangements.</li> <li>Students will be able to act out a dialogue in a group to make a travel plan.</li> </ul>	Which places should I visit?  How can I go to the ...?	Flight schedule screens Surveys Role-plays
	Making reservations		I'd like to book a room, please.	Problem Solving Activities
	Exchanging ideas and plans		Pardon? Sorry, did you say..?	Websites Brochures
	Asking for approvals and/or confirmations		You asked for a double room, didn't you?  You aren't travelling alone, are you?	Writing Postcards Songs Communicative Games
	Asking for and giving directions	<b>Reading</b> <ul style="list-style-type: none"> <li>Students will be able to identify and understand flight, train schedules for different routes in a foreign country.</li> <li>Students will be able to read about different vacation types.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Students will be able to write an informal e-mail about their holiday experiences.</li> <li>Students will be able to prepare a travel guide.</li> </ul>	Going back to what I was/ by the way/ excuse me? As I was saying, what I mean is..., right, Is that right?.  Which countries have you visited so far? I've visited .....  Which one did you like most? I liked ....	<b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b>

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>6</b>  <i>Helpful Tips</i>	<p><b>Giving advice and receiving advice</b></p> <p><b>Talking about rules and regulations</b></p> <p><b>Talking about consequences</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will be able to analyze the situation and the phrases related to giving and receiving advice.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Students will be able to practice intonation in advice and request structures.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about rules and regulations, give and receive advice.</li> <li>Students will be able to talk about their future careers.</li> <li>Students will be able to talk about household chores they are responsible for.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify and understand given advice and the rules and regulations.</li> <li>Students will be able to read for specific information.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Students will be able to give advice on given occasions.</li> <li>Students will be able to write a letter to an advice column.</li> </ul>	<p>You can remove a stain with baking soda.</p> <p>If you have a toothache, you should see a dentist.</p> <p>Excuse me, can you tell me where I can buy ....?</p> <p>In my opinion, ...</p> <p>Can you buy some...?</p> <p>If you are good at solving problems, you could be an executive.</p> <p>Do you have any special skills? I'd like to be a novelist because I love creative writing.</p> <p>You must study hard for the exam if you want to get a high grade.</p> <p>You should visit the company website and learn more about the firm before making a final decision.</p> <p>Could you please give me a hand?</p>	<p>Movies</p> <p>Signs</p> <p>Realia</p> <p>Online or Offline</p> <p>Magazines</p> <p>Advice</p> <p>Jigsaw Readings</p> <p>Scanning and Matching</p> <p>Solutions with Problems</p> <p>Role-plays</p> <p>Reading and Acting out</p> <p>Dialogues</p> <p>Songs</p> <p>Communicative Games</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>7</b> <b>Shopping</b>	<b>Making comparisons</b>  <b>Talking about different kinds of clothing and shopping</b>  <b>Describing objects, places, and people</b>	<b>Listening</b> <ul style="list-style-type: none"> <li>Students will be able to listen for specific information and fill in the blanks in shopping dialogues.</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Students will be able to practice intonation in comparative and superlative structures.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Students will be able to describe and compare objects and use phrases related to shopping.</li> <li>Students will be able to make simple transactions in shopping.</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Students will be able to identify related lexis and jargon about comparisons and answer comprehension questions.</li> <li>Students will be able to skim a text on clothing in different cultures.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Students will be able to compare different objects.</li> <li>Students will be able to write short informative paragraph about prices, characteristics of a type of a product and give choices.</li> </ul>	<p>The blue shirt is cheaper than the red one. The white shirt is the cheapest.</p> <p>Which one is more expensive?</p> <p>Which is the cheapest one?</p> <p>Do you have a larger size?</p> <p>I want a smaller size shirt, please.</p> <p>I think this dress is much more beautiful than the blue one.</p> <p>The biggest animal in the world is the blue whale.</p> <p>There are several choices for product X . You can buy a smaller one for ... TL but you have to ....</p> <p>It's available in corner shops or Y- website (at lower prices).</p>	<p>Movies</p> <p>Pictures of Animals, People, and Places to Compare and Contrast</p> <p>Realia</p> <p>Product Catalogues and Advertisements</p> <p>Online Shopping Websites</p> <p>Role-plays</p> <p>Group Problem Solving</p> <p>Activities</p> <p>Songs</p> <p>Communicative Games</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>



THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>8</b>  <b>Digital Era</b>	<b>Stating personal opinions in everyday conversations</b>	<b>Listening</b> <ul style="list-style-type: none"> <li>Students will be able to listen to podcasts in English.</li> <li>Students will be able to listen and analyze basic points in a news report.</li> </ul>	<p>I prefer tablets over notebooks to read online because...</p> <p>I believe social media will be more important in the future, so everyone should have basic computer skills.</p>	<p>Movies</p> <p>E-poster Generators</p> <p>Podcasts</p> <p>Online Animation Makers</p> <p>Online Survey Generators</p>
	<b>Stating preferences</b>	<b>Pronunciation</b> <ul style="list-style-type: none"> <li>Students will be able to practice /w/ and /v/ sounds (World Wide Web, Wary, very, Wet, Vet, etc).</li> </ul>	<p>My cousin Gary, who is only 14 years old, can design his own tablet applications.</p>	<p>Movie Makers</p> <p>E-posters</p> <p>E-picture Galleries</p>
	<b>Talking about current events</b>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Students will be able to act out a dialogue between avatars.</li> <li>Students will be able to prepare a Vlog to introduce themselves and their culture to native speakers of English.</li> <li>Students will be able to give and react to the news.</li> <li>Students will be able to talk about their preferences in technological devices.</li> </ul>	<p>1996 is the year when WWW became available for everyone.</p>	<p>Class Blogs</p> <p>Sample Blogs (online or offline)</p> <p>Sample Emails</p> <p>Role-plays</p>
	<b>Stating causes and effects</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>Students will be able to read and scan a text about the evolution of technology.</li> <li>Students will be able to read a short text on the positive and negative effects of Social Media.</li> </ul>	<p>I think, I believe because, so, therefore</p>	<p>V-logs (Video blogs and/or diaries)</p> <p>Online Tele-Conversations and Recordings</p>
	<b>Giving an extended description and detailed information about people/places/events</b>	<b>Writing</b> <ul style="list-style-type: none"> <li>Students will be able to write formal and informal emails and practice netiquette.</li> <li>Students will be able to prepare a news report for the school magazine.</li> <li>Students will be able to use chat acronyms.</li> </ul>	<p>I prefer, I'd rather,</p> <p>She is my digital friend who has the coolest avatar.</p> <p>I watched a documentary which was about technology and use of social media.</p> <p>CU (See you) F2F (Face to face) B4N (Bye for now) G4I (Go for it) U2 (You too)</p>	<p>Debate</p> <p>Songs</p> <p>Communicative Games</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>9</b>  <b><i>Heroes</i></b>	<b>Talking about imaginary situations</b>  <b>Making comparisons</b>  <b>Expressing wishes</b>  <b>Guessing meaning from the context</b>	<b>Listening</b> <ul style="list-style-type: none"> <li>Students will be able to recognize the phrases related to imaginary situations.</li> <li>Students will be able to watch and listen to short cartoons with superheroes.</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Students will be able to practice intonation in complex structures.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Students will be able to talk about their personal hero (who he/she is and why he/she is their hero) and compare their superhero with others.</li> <li>Students will be able to talk about what they would do if they were a hero(in).</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Students will be able to read and respond to a text on animation movies.</li> <li>Students will be able to identify and understand lexis and jargon related to lives of heroes in short texts.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Students will be able to describe a hero that they created.</li> <li>Students will be able to compare and contrast superheroes in a short paragraph.</li> </ul>	<p>I think X superhero is more powerful than Y superhero.</p> <p>Definitely, X superhero is the fastest/strongest/most helpful. If I were a superhero, my superpowers would be...</p> <p>If I were a super hero, I would help other people. If I had superpowers, I would... If I were invisible, I would... If I were rich, I'd buy ... If I were you, I'd tell the truth. I wish I could fly.</p> <p>"My hero is... because..."</p> <p>He wishes he had some free time. I wish you were here.</p>	<p>Movies</p> <p>Brainstorming</p> <p>Charts</p> <p>Discussion of Pictures</p> <p>Cartoons</p> <p>Picture clues</p> <p>Reading short texts</p> <p>Role-plays</p> <p>Writing Short paragraphs</p> <p>Songs</p> <p>Communicative Games</p> <p>Idiom/Proverb of the Week</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>

THEMES	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
<b>10</b>  <b>Hobbies</b>	<b>Talking about interests</b>  <b>Describing actions and processes</b>  <b>Making generalizations</b>	<b>Listening</b> <ul style="list-style-type: none"> <li>Students will be able to watch and listen to a TV show describing the steps of processes (e.g. cooking, gardening).</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Students will be able to practice the pronunciation of commonly challenging words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc).</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Students will be able to make presentations about how to carry out a task related to their hobbies.</li> <li>Students will be able to describe the steps of a process related to their hobbies.</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Students will be able to read and scan a text on unusual hobbies people have.</li> <li>Students will be able to read and diagram short texts on tips about how to create their own digital stories.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Students will be able to write the recipe of the dishes they created.</li> </ul>	<p>I'm interested in... I wonder how...</p> <p>I want to take up playing the guitar.</p> <p>Cooking is a great hobby of mine. First, the peppers are sliced into small pieces. Then tomatoes are chopped. Later on the eggs are broken into a bowl. The stove is turned on/ The oven is heated.... The pan is heated and ... the table is set.</p> <p>If you want to design your own digital story, first you should.....</p>	<p>Movies on Describing the Steps on How to Carry out a Simple Task</p> <p>Recipes</p> <p>Realia</p> <p>Short Reading Texts on Processes</p> <p>Putting Pictures/Sentences in Order</p> <p>Group Blogs</p> <p>Oral Presentations</p> <p>Role-plays</p> <p>Songs</p> <p>Communicative Games</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>