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| **BEŞİKTAŞ ATATÜRK ANADOLU LİSESİ HAZIRLIK SINIFLARI İNGİLİZCE DERSİ 1. DÖNEM 2. SINAV KAZANIMLARI** |

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| KAZANIMLAR |
| **E.Prep.1.L.1** Students will be able to identify frequently used vocabulary for greetings and conversations. |
| **E.Prep.1.L.2** Students will be able to differentiate job-related vocabulary. |
| **E.Prep.1.L.3** Students will be able to identify different countries and languages in conversations. |
| **E.Prep.1.P.1** Students will be able to recognize contracted forms of “am, is, are" and have got / has got. |
| **E.Prep.1.S.1** Students will be able to introduce themselves, their family members and friends. |
| **E.Prep.1.S.2** Students will be able to talk about their personal belongings and possessions. |
| **E.Prep.1.S.3** Students will be able to use indefinite articles correctly. |
| **E.Prep.1.S.4** Students will be able to exchange personal information. |
| **E.Prep.1.S.5** Students will be able to talk about jobs. |
| **E.Prep.1.R.1** Students will be able to identify people’s countries, nationalities, languages and jobs in the text. |
| **E.Prep.2.L.1** Students will be able to respond to the questions related to the text. |
| **E.Prep.2.L.2** Students will be able to follow instructions to find a place on a map. |
| **E.Prep.2.L.3** Students will be able to identify permissions in a dialogue. |
| **E.Prep.2.L.4** Students will be able to distinguish main differences in vocabulary between British and American English such as lift-elevator, block of flats-apartment building, chemist's-drug store. |
| **E.Prep.2.P.1** Students will be able to practice intonation in Yes/ No questions and answers. |
| **E.Prep.2.S.1** Students will be able to describe their neighbourhood. |
| **E.Prep.2.S.2** Students will be able to make a dialogue on shopping using countable and uncountable nouns, quantities, numbers and prices. |
| **E.Prep.2.S.3** Students will be able to ask for and give simple direction. |
| **E.Prep.2.S.4** Students will be able to talk about locations of things. |
| **E.Prep.2.R.1** Students will be able to respond questions by skimming. |
| **E.Prep.2.R.2** Students will be able to identify the lexis related to everyday objects and shopping. |
| **E.Prep.3.L.1** Students will be able to respond to questions about likes and dislikes. |
| **E.Prep.3.L.2** Students will be able to match the hobbies with the definitions in listening text. |
| **E.Prep.3.L.3** Students will be able to identify sentences to make and respond to suggestions. |
| **E.Prep.3.L.4** Students will be able to identify the lexis and the jargon related to the movies. |
| **E.Prep.3.P.1** Students will be able to practice the reduction of do, do not and does, does not in questions. |
| **E.Prep.3.S.1** Students will be able to talk about movie posters. |
| **E.Prep.3.S.2** Students will be able to practice a conversation about making invitations. |
| **E.Prep.3.S.3** Students will be able to make excuses about not to join the organization. |
| **E.Prep.3.S.4** Students will be able to ask and tell the time, dates, seasons and months of a year, days of a week. |
| **E.Prep.3.S.5** Students will be able to talk about likes, dislikes and interests. |
| **E.Prep.3.R.1**Students will be able to find out type of movie by looking at the poster. |
| **E.Prep.3.R.2** Students will be able to read film reviews, advertisements or magazines on blogs to decide which movie to see. |
| **E.Prep.3.R.3** Students will be able to identify lexis and jargon related to movies. |
| **E.Prep.3.W.1** Students will be able to write a short paragraph about one of their hobbies. |
| **E.Prep.3.W.2** Students will be able to write text messages to their friends to invite for a movie. |
| **E.Prep.4.L.1** Students will be able to Identify the main idea of the listening text. |
| **E.Prep.4.L.2** Students will be able to identify time expressions of daily routines in the text/ dialogue. |
| **E.Prep.4.L.3** Students will be able to recognize tag questions in the text/ dialogue. |
| **E.Prep.4.P.1** Students will be able to recognize word stress of can. |
| Students will be able to pronounce /s/, /zJ, /iz/; the final sound of the -s. |
| **E.Prep.4.S.1** Students will be able to talk about animals with different/ unusual abilities/ talents. |
| **E.Prep.4.S.2** Students will be able to offer solutions to the natural disasters. |
| **E.Prep.4.S.3** Students will be able to discuss their preferences together with reasons. |
| **E.Prep.4.S.4** Students will be able to modify actions in their descriptions. |
| **E.Prep.4.S.5** Students will be able to talk about their daily activities. |
| **E.Prep.4.R.1** Students will be able to identify specific information in simpler written material such as short newspaper articles describing natural events. |
| **E.Prep.4.W.1** Students will be able to write a short paragraph about animals, their habitats. |
| **E.Prep.5.L.1** Students will be able to Identify lexis and jargon related to celebrities and their clothes. |
| **E.Prep.5.L.2** Students will be able to listen to give opinions about different characters. |
| **E.Prep.5.L.3** Students will be able to identify the people in the picture they listened to. |
| **E.Prep.5.P.1** Students will be able to pronounce “the" in simple sentences. |
| **E.Prep.5.S.1** Students will be able to describe their favourite celebrity’s appearance and character. |
| **E.Prep.5.S.2** Students will be able to discuss and compare characteristics of different celebrities. |
| **E.Prep.5.S.3** Students will be able to express their opinions about celebrities' clothes. |
| **E.Prep.5.S.4** Students will be able to describe the emotions and causes of them such as tired-tiring. |
| **E.Prep.5.R.1** Students will be able to scan the text to find required information. |
| **E.Prep.5.R.3** Students will be able to identify definite and indefinite pronouns. |
| **E.Prep.5.R.4** Students will be able to highlight emotions and causes of them in the text. |
| **E.Prep.5.W.1** Students will be able to write a descriptive paragraph to describe their favourite celebrity by using the sample paragraph. |
| **E.Prep.5.W.2** Students will be able to describe things according to their size, colour and age in the right order. |
| **E.Prep.5.W.3** Students will be able to create words by adding prefixes |
| • **E.Prep.6.L.1** Students will be able to detect the public announcements. |
| • **E.Prep.6.L.2** Students will be able to distinguish situations, goals, participants and procedures. |
| • **E.Prep.6.L.3** Students will be able to find out how to buy a flight ticket on the phone. |
| • **E**.**Prep**.**6.P.1** Students will be able to practice the sound/ -iry. |
| • **E.Prep.6.S.1** Students will be able to make use of facial, paralinguistic, and other clues to work out meanings. |
| • **E.Prep.6.S.2** Students will be able to take part in conversations in the situations that can occur when travelling. |
| • **E.Prep.6.S.3** Students will be able to talk about landmarks, weather conditions etc. of different cities in different countries. |
| • **E.Prep.6.S.4** Students will be able to express movements to reach specific destinations. |
| • **E.Prep.6.S.5** Students will be able to talk about the events happening in the pictures. |
| • **E.Prep.6.S.6** Students will be able to talk about our well-known national values such as hospitality, cooperation. tolerance etc. |
| •**E.Prep.6.R.1** Students will able to scan texts to find out which cities in the world are mentioned. |
| •**E.Prep.6.R.2** Students will be able to get the idea of the content of the informative materials related to intercultural topics. |
| • **E.Prep.6.R.3** Students will be able to scan timetables for travelling in different schedules or time zones to find out the required information. |
| • **E.Prep.6.R.4** Students will be able to highlight contrast linkers in the text. |
| • **E.Prep.6.W.1** Students will be able to fill out a simple hotel registration form. |
| •**E.Prep.6.W.2** Students will be able to fill in a table with specific information on famous cities around the world. |
| •**E.Prep.6.W.3** Students will be able to write a short paragraph about a city that they would like to visit by indicating reasons. |
| **E.Prep.7.L.1** Students will be able to grasp the general idea of the text. |
| **E.Prep.7.L.2** Students will be able to organize information on Wonders of the World. |
| **E.Prep.7.L.3** Students will be able to respond to simple questions and statements in an interview. |
| **E.Prep.7.P.1** Students will be able to practice uttering “-ed” suffix in V2. |
| **E.Prep.7.P.2** Students will be able to practise pronunciation of "did you” in questions. |
| **E.Prep.7.S.1** Students will be able to ask and answer simple questions about past times and past activities. |
| **E.Prep.7.S.2** Students will be able to use non- specific beings, objects, or places such as nobody, everybody, etc in their speech. |
| **E.Prep.7.S.3** Students will be able to search the Net to present one of the Wonders of the World. |
| **E.Prep.7.S.4** Students will be able to use past form of ‘be’ in their speeches. |
| **E.Prep.7.S.5** Students will be able to talk about actions they performed without help or alone. |
| **E.Prep.7.R.1** Students will be able to read simple informative texts related to Wonders of the World to answer the questions. |
| **E.Prep.7.R.2** Students will be able to match the headings with the paragraphs in the text. |
| **E.Prep.7.R.3** Students will be able to find out the topic sentence of the text. |
| **E.Prep.7.R.4** Students will be able to identify lexis and jargon related to the topic. |
| **E.Prep.7.R.5** Students will be able to answer the questions on a quiz show about Wonders of the World. |
| **E.Prep.7.W.1** Students will be able to write a paragraph about one of the Wonders of the World. |
| **E.Prep.7.W.2** Students will be able to write a paragraph about the Wonder of Turkey. |
| **E.Prep.7.W.3** Students will be able to apply basic capitalization, spelling and punctuation rules when writing. |
| **E.Prep.8.L.1** Students will be able to match the words related to illnesses with the pictures. |
| **E.Prep.8.L.2** Students will be able to identify regulations about health care. |
| **E.Prep.8.L.3** Students will be able to complete the dialogue about an appointment on the phone. |
| **E.Prep.8.P.1** Students will be able to practice echo questions. |
| **E.Prep.8.S.1** Students will be able to ask for help from the emergency services in areas of immediate need. |
| **E.Prep.8.S.2** Students will be able to offer solutions for health problems. |
| **E.Prep.8.S.3** Students will be able to respond to simple questions about the topic while talking. |
| **E.Prep.8.S.4** Students will be able to talk about some activities which are healthy for both the body and the mind. |
| **E.Prep.8.S.5**Students will be able to make an appointment. |
| **E.Prep.8.R.1** Students will be able to recognize basic signs in public places (e.g. hospitals) through the pictures. |
| **E.Prep.8.R.3** Students will be able to guess the meaning of phrases and lexis from pictures such as parts of the body, accidents. |
| **E.Prep.8.R.4**Students will be able to find out the process of the First Aid in emergency cases. |
| **E.Prep.8.W.1** Students will be able to write short, simple formulaic notes/ advice relating to matters in areas of immediate need. |
| **E.Prep.8.W.3** Students will be able to join two items using correlative conjunctions |

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| **BEŞİKTAŞ ATATÜRK ANADOLU LİSESİ 9. SINIFLAR İNGİLİZCE DERSİ 1. DÖNEM 2. SINAV KAZANIMLARI** |

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| KAZANIMLAR |
| Sts will be able to practice intonation in structures |
| Sts will be able to identify frequently used words and phrases about personal information |
| Sts will be able to listen for specific information |
| Sts will be able to identify phrases about hobbies and interests |
| Sts will be able to initiate, maintain and end a conversation about the topic |
| Sts will be able to share their daily routines |
| Sts will be able to express their feelings related to topic |
| Sts will be able to talk about events that are happening now |
| Sts will be able to talk about their preferences |
| Sts will be able to find out leisure time activities |
| Sts will be able to infer the meanings of phrasal verbs from the context |
| Sts will be able to write online profile |
| Sts will be able to pronounce and classify /d/, /t/, /ɪd/ |
| Sts will be able to listen for specific information |
| Sts will be able to put the events in the correct order |
| Sts will be able to narrate a story |
| Sts will be able to tell past habits |
| Sts will be able to describe a place by use prepositions of movement |
| Sts will be able to justify opinions about the theme, character, setting and plot of the story by use related expressions |
| Sts will be able to use phrases express disagreement with their friends’ ideas politely |
| Sts will be able to guess the events in the story from pictures |
| Sts will be able to pronounce /aʊ/ and /ɔɪ/ |
| Sts will be able to listen to a telephone conversation or news to fill in blanks with the missing words |
| Sts will be able to listen for specific information to complete a table |
| Sts will be able to classify phrases expressing plans, intentions and predictions |
| Sts will be able to talk about natural and man-made disasters |
| Sts will be able to discuss their ideas use lexis and jargon related to natural environment |
| Sts will be able to talk about environmental problems in their town/ city |
| Sts will be able to talk about their plans for a better environment |
| Sts will be able to talk about environmentally friendly products |
| Sts will be able to relate events to conditions about natural events in the text |
| Sts will be able to guess the meaning of new vocabulary, phrasal verbs and collocations |
| Sts will be able to identify the topic sentence, supporting ideas and concluding sentence in a paragraph |
| Sts will be able to highlight common future forms in the text/ dialogue |
| Sts will be able to write plans about protect the environment in a paragraph |
| Sts will be able to prepare a poster about environmental problems |
| Sts will be able to pronounce /h/, /j/, /dʒ/ |
| Sts will be able to use past participle forms of the verbs |
| Sts will be able to listen for specific information about technology |
| Sts will be able to complete a song |
| Sts will be able to talk about the experiences related to topic |
| Sts will be able to compare innovations in technology |
| Sts will be able to us phrases to express hesitation |
| Sts will be able to us modify actions in their speech |
| Sts will be able to identify specific information in a written material |
| Sts will be able to discover the difference between completed and incomplete actions in the past |
| Sts will be able to identify new phrases in a text to match their meanings |
| Sts will be able to write an essay on lifestyles comparing the past and present |
| Sts will be able to use linking words and new phrases |

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| **BEŞİKTAŞ ATATÜRK ANADOLU LİSESİ 10. SINIFLAR İNGİLİZCE DERSİ 1. DÖNEM 2. SINAV KAZANIMLARI** |

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| KAZANIMLAR |
| Sts will be able to practice /g/ and /dʒ/ sounds |
| Sts will be able to use given pictures to predict the content |
| Sts will be able to match the words with the pictures |
| Sts will be able to listen for details to complete the table |
| Sts will be able to tell events that are fixed on a schedule or a calendar |
| Sts will be able to make a presentation about extreme sport |
| Sts will be able to use expressions about commenting on mistakes according to given questions |
| Sts will be able to talk about ethical values in sports |
| Sts will be able to talk about Turkish traditional/national sports such as wrestling, javelin, etc. |
| Sts will be able to practice sentence stress correctly |
| Sts will be able to put the past events in the correct order |
| Sts will be able to express their feelings after listening to a variety of classic movie soundtracks |
| Sts will be able to talk about their past life |
| Sts will be able to express their preferences about movies or books and reasons for their preferences |
| Sts will be able to share their thoughts about a book they read or a movie they have watched |
| Sts will be able to analyze character traits in books or movies |
| Sts will be able to produce consonant sounds: /ʃ/, /tʃ/, /k/ |
| Sts will be able to fill in the missing information about life experiences and stories |
| Sts will be able to obtain detailed information in the text to answer questions |
| Sts will be able to share amazing stories they have found on the net |
| Sts will be able to express their opinions on stories |
| Sts will be able to us persuasion expressions in a conversation |
| Sts will be able to talk about their past abilities |
| Sts will be able to skim and scan for main idea and details in the text |
| Sts will be able to identify the vocabulary and language functions related to the topic |
| Sts will be able to identify degree modifiers |
| Sts will be able to highlight the actions people are accustomed to do in the text |
| Sts will be able to write a biography of a person that they think they have an amazing life or a success story |
| Sts will be able to us prepositional phrases such as by chance ..., at a glance..., etc. In their writings |
| Sts will be able to use discourse markers such as then, in the end, by the way, etc. In their writings |
| Sts will be able to intonate sentences correctly so as to show annoyance, discomfort such as “what do you mean? You still here, right?” |
| Sts will be able to match advertisements/commercials they listen with the related pictures |
| Sts will be able to listen for specific information in the context |
| Sts will be able to comment on the speaker’s feelings such as aggressive, confident, etc. |
| Sts will be able to talk about their favourite commercials on tv |
| Sts will be able to show their discomfort and annoyance |
| Sts will be able to participate in a discussion about the effects of advertisements on people |
| Sts will be able to talk about the relation between the increasing population of consumers in society and advertising |
| Sts will be able to express reluctance in their speech |
| Sts will be able to identify words that give gradually strong meaning |
| Sts will be able to use context clues to get main ideas |
| Sts will be able to identify an impersonal and personal style of passive |
| Sts will be able to write a letter to apply for an exchange program use prepositional phrases such as for hire/sale, in demand, in fashion, etc. |

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| **BEŞİKTAŞ ATATÜRK ANADOLU LİSESİ 12. SINIFLAR İNGİLİZCE DERSİ 1. DÖNEM 2. SINAV KAZANIMLARI** |

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| KAZANIMLAR |
| Sts will be able to produce sounds: /eɪә/, /aɪә/ |
| Sts will be able to take notes of an expert’s advice about the steps for a job application |
| Sts will be able to use their notes to answer the questions |
| Sts will be able to talk about their future/ career plans |
| Sts will be able to use expressions when they need to confirm understanding |
| Sts will be able to talk about workday routines |
| Sts will be able to use expressions that encourage people |
| Sts will be able to take part in a job interview through a role play |
| Sts will be able to focus on utterances spoken in different accents in English: Latin, Canadian, Australian, South African, etc |
| Sts will be able to take notes the essentials of lectures, talks or reports which are academic or professional to answer the questions related to topic |
| Sts will be able to listen to find out difficulties of immigrants meet |
| Sts will be able to talk about experiences and events in the past |
| Sts will be able to discuss the reason of immigration by use expressions to analyze the problem |
| Sts will be able to talk about the solutions to prevent immigration in the future |
| Sts will be able to discuss about stereotypes |
| Sts will be able to skim authentic text to get the main idea |
| Sts will be able to match the topics with the paragraphs of the text |
| Sts will be able to match the problems with the solutions |
| Sts will be able to produce sounds: /oʊә/, /әʊә/, /aʊә |
| Sts will be able to complete the instructions about authentic announcements at the airport |
| Sts will be able to put the instructions into the correct order |
| Sts will be able to simulate an airport scene starting with security gates |
| Sts will be able to use expressions about apologizing for their faults in a dialogue |
| Sts will be able to use discourse markers in their conversations |
| Sts will be able to talk about dos and don’ts at the airport |
| Sts will be able to read a text/ a dialogue to catch the information about the topic |
| Sts will be able to answer multiple choice questions about the text/ dialogue |
| Sts will be able to use compound nouns to complete a text/ dialogue/ sentences such as stopover, layover, oversized, xray machine, boarding call, etc. |
| Sts will be able to write airport story they experienced, watched or imagined by use punctuation marks correctly |
| Sts will be able to make connections in order to use more fluent and rapid phrases and sentences such as “tell me about it!”, “i could’ve done better”, “do you see what I mean?” |
| Sts will be able to identify speakers’ viewpoints, including their general and supporting ideas |
| Sts will be able to listen to the school counsellor advice about test anxiety to place the related words into the text |
| Sts will be able to talk about how to overcome test anxiety |
| Sts will be able to use formal and informal social expressions |
| Sts will be able to talk about significant effects of test anxiety on the foreign language learning process |
| Sts will be able to use expressions for discussion and debate |
| Sts will be able to read narrative, descriptive or informative paragraphs related to anxiety to find out the reason, result and solutions |
| Sts will be able to match the definition with the vocabulary/phrasal verbs related to topic |
| Sts will be able to identify the intensifiers in the text/the paragraph |
| Sts will be able to write about how test anxiety affects exam performance and how to overcome it |
| Sts will be able to use clauses of reason and result in their writings |

İngilizce Zümresi