4. Hafta

5–9 Ekim · 1. dönem · 4 ders saati · Tekrar

TEMA / ÜNİTE

Revısıon 2

KONU / METİN

Sub-themes represented in Revision 2 (A2 Prep Year Themes 9-16):

Theme 9 - School Life & Education: Different types of schools in the world; extracurricular activities at school; dealing with school anxiety.
Theme 10 - Classrom Life and Learning with Technology: Technological classroom tools, learning with technology, future classrooms.
Theme 11 - Personal Life and Well-being: Body parts, human illnesses and diseases, human well-being, human nature, well-being for the future.
Theme 12 - Family Life and the Future: Family members' future aspirations, family members' dreams and ambitions.
Theme 13 - Life in the Neighbourhood, City and Social Life: Cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city.
Theme 14 - Life in the World and Culture: Capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world.
Theme 15 - Life in Nature and Global Problems: Natural resources; animals in nature and their habitats; protecting natural resources and animals.
Theme 16 - Life in the Universe and Future: Astronaut life on space stations; space explorations; life in the future.

ÖĞRENME ÇIKTILARI VE SÜREÇ BİLEŞENLERİ

Kod	Öğrenme çıktısı
–	REVISION 2 revises the A2 Prep Year Themes 9-16 through integrated listening/watching, reading, speaking, writing, vocabulary and grammaring tasks. Applicable theme-specific codes across ENG.PREP.9-ENG.PREP.16: L1-L3, P1, R1-R3, V1, G1, W1-W4/W6 and S1-S5. Listening/Watching-Comprehension (L1-L3): Students can prepare and get ready for listening (to)/watching, bring together information, and make sense of and derive meaning from dialogues, podcasts, quiz shows and interviews related to the Revision 2 content. Pronunciation: Selection and Use (P1): Students can select and use target pronunciation, stress and intonation accurately and naturally while acting out dialogues, recording a podcast and taking part in quiz-show interaction. Reading-Comprehension (R1-R3): Students can prepare for reading; bring information together through skimming, scanning and detailed reading; and make sense of and derive meaning from school, family, travel, nature and space texts. Vocabulary: Selection and Use (V1): Students can recognise, infer, verify, select and use target vocabulary accurately and appropriately in the revised contexts. Grammaring: Selection and Use (G1): Students can recognise, discover, practise and use revised grammatical items in meaningful contexts to communicate accurately and naturally.

Kod	Öğrenme çıktısı
	Writing-Expression (W1-W4, W6): Students can prepare for writing, analyse model content, plan and construct new written content, practise producing it with appropriate vocabulary and grammar, and reconstruct information to communicate effectively in campaign descriptions, emails, travel blogs and narrative paragraphs. Speaking-Expression (S1-S5): Students can prepare to speak, analyse model spoken content, plan and construct meaningful spoken content, present it accurately and fluently, and reconstruct information when communicating in dialogues, podcasts and quiz-show tasks. • PROCESS COMPONENTS FOR THE RELEVANT OUTCOMES IN ENG.PREP.9-ENG.PREP.16 L1: • a) activate pre-existing knowledge and experience; • b) identify relationships between prior knowledge, experience and contextual clues; • c) make predictions; • d) use visual elements to make rational predictions. L2: • a) identify the main topic by listening (to)/watching the content as a whole; • b) recognise significant details and basic components. L3: • a) check initial predictions; • b) classify key information; • c) compare significant elements; • d) recognise branching, linear or spiral relationships; • e) make inferences and deductions; • f) recognise holistic meaning; • g) construct a detailed understanding; • h) internalise and personalise meaning. P1: • a) recognise target pronunciation, stress and intonation in context; • b) repeat target utterances accurately and naturally; • c) use appropriate phonological features in pair/group interaction; • d) reflect on recorded spoken production; • e) evaluate feedback; • f) use target phonological features accurately and naturally in communication. R1: • a) recall and activate relevant prior knowledge; • b) recognise relationships between prior knowledge and textual/visual clues; • c) make preliminary predictions; • d) make detailed predictions from audiovisual clues. R2: • a) skim to identify general focus; • b) scan for key components; • c) read carefully for semantic and structural details; • d) check predictions. R3: • a) classify significant elements; • b) compare key elements; • c) recognise spiral, causal and logical relationships; • d) make meaningful inferences; • e) internalise inferences appropriately. V1: identify general and sentence-level contextual clues; locate target words; distinguish key vocabulary; infer and

Kod	Öğrenme çıktısı
	discuss meanings; verify meanings through peers, the teacher and/or dictionaries; and select and use the target vocabulary accurately, naturally and appropriately. G1: examine contextual examples; identify target structures; compare examples; discover common features and formulate functional rules collaboratively; practise through meaningful contextualised activities; and produce accurate, authentic and natural spoken/written content. W1-W4/W6: activate prior knowledge; understand the task and model; brainstorm and plan; conduct necessary preliminary research; draft and organise content; select appropriate discourse form, vocabulary and grammar; communicate the message clearly; and adapt/reorganise information for written communication. S1-S5: relate prior listening, watching and reading to the speaking task; understand the model; identify the expected form; research, plan and organise content/materials; present clearly with appropriate vocabulary, grammar, pronunciation and body language; and reconstruct/share information in new communicative contexts.

ÖLÇME VE DEĞERLENDİRME

• Listening/Watching-Comprehension: Students’ understanding of gist, specific information, details, and inferences is assessed through true/false, multiple-choice, and short-answer tasks.
• Reading-Comprehension: Prediction, skimming, scanning, vocabulary-in-context, matching, table/chart completion, and identifying main ideas and supporting details are assessed.
• Speaking-Expression: Pair dialogues, role-plays, quiz-show interaction, and the 40-second family podcast are evaluated through an observation checklist and/or rating scale, focusing on intelligibility, fluency, interaction, relevant vocabulary, and accurate use of reviewed structures.
• Writing-Expression: The classroom campaign description, family email, travel blog, and time-machine paragraph are evaluated using a rubric and/or marking scheme, focusing on task fulfilment, organisation, coherence, vocabulary, grammatical accuracy, and mechanics.
• Vocabulary and Grammaring: Completion, matching, and contextual-use tasks assess the reviewed vocabulary, grammatical items, and social language from Prep Year Themes 9-16.
• Teacher records strengths and learning gaps to decide what to emphasise, revise, and practise before the next revision/new themes. Peer- and self-assessment with brief supportive feedback are included.

Kaynak: MEB İNGİLİZCE - 2026-2027 HAZIRLIK SINIFI BULUNAN LİSELER TASLAK YILLIK PLAN.xlsx (9.SINIF) · https://tymm.meb.gov.tr/assets/file/ingilizce-dersi-taslak-yillik-planlar_20260827_111530_896.rar · Kontrol: 2026-11-21. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.