

9th Grade**ORTAÖĞRETİM İNGİLİZCE DERSİ 9. SINIF ÖĞRETİM PROGRAMI (CEFR “A1-A2” SEVİYELERİ)**

9. Sınıf İngilizce dersi öğretim programı Avrupa Ortak Metninde açıklanan A1 ve A2 seviyelerine denk gelmektedir. Bu programda öğrencilerin 9. Sınıfa kadar edindikleri İngilizce bilgisini pekiştirmek ve üst sınıflara sağlam bir temelle geçişlerini sağlamak için çaba gösterilmiştir. Bu düzeydeki öğrenci grubunda geliştirilmesi beklenen beceriler, basit konuşmaları kolaylıkla anlayabilmesi, kendini rahatça tanıtabilmesi ve günlük yaşamını hedef dille sürdürebilmesidir. Yaş grubuna uygun olarak güncel konular iletişimsel bir bağlamda sunulmuş, temel fonksiyonlar sık sık farklı bağlamlarda tekrarlanarak kullanımlarının pekiştirilmesi hedeflenmiştir. Her üniteye dört dil becerisi birbiri ile bütünleşmiş olarak sunulmuş, içeriğin niceliği yerine niteliğine önem verilmiş, yoğun bir içerik yerine, sade ve sık tekrarlı bir içerik tercih edilmiştir.

A1 (Temel Kullanıcı) Ortak Yeti Açıklamaları

Somut ihtiyaçlarını karşılayabilmek için aşına olduğu günlük ifadeleri ve çok basit sözcük öbeklerini kullanır ve anlar. Başkalarına kendini tanıtabilir ve onlara neler bildiği, nerede yaşadığı ve nelere sahip olduğu gibi kişisel bilgileri hakkında sorular sorabilir. Karşısındaki kişinin yavaş, açık ve yardıma hazır bir şekilde konuşması halinde basit yolla iletişim kurabilir.

A2 (Temel Kullanıcı) Ortak Yeti Açıklamaları

Kendisiyle ilgili konularda sık kullanılan ifadeleri ve cümleleri anlayabilir (çok basit ailevi ve kişisel bilgiler, alışveriş, yerel coğrafya, selamlaşma vb.). Günlük hayatta çok karşılaşılan ve sıradan meselelerde dolaysız ve basit bilgi paylaşımında bulunabilir. Basit ve sıradan konular için iletişim kurabilir. Acil ihtiyaçlarını, çevresini ve geçmişini ifade edebilir.

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
1 <i>Studying Abroad</i>	Introducing yourself and your family Talking about possessions Meeting new people Talking about jobs Naming different countries and languages Asking about and giving directions	<p>Listening</p> <ul style="list-style-type: none"> Students will be able to listen and identify frequently used vocabulary for greetings and conversations. Students will be able to listen and differentiate job-related vocabulary, vocabulary on countries and languages. Students will be able to listen for specific information and exchange personal information. <p>Pronunciation</p> <ul style="list-style-type: none"> Students will be able to recognize contracted forms of “am, is, are” and have/has. <p>Speaking</p> <ul style="list-style-type: none"> Students will be able to introduce themselves and their family members. Students will be able to speak about their personal belongings. Students will be able to ask for and give simple directions. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to recognize familiar names, words and very basic phrases in postcards and greeting cards. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to spell related vocabulary correctly. Students will be able to write a simple postcard. 	<p>Hello/Hey/What’s up? Hi, long time no see! Great to see you again! Hi, how are you? /Hi, how is it going?/What’s the weather like? Not bad. Good bye. Catch you later!</p> <p>Who is s/he? S/he is my... Who is this in the picture? This is my... Is it your pencil? No, it isn’t. / Yes, it is.</p> <p>Meet my friend Tom. You’re.....?</p> <p>I’m... I’m from Germany. I’m fifteen. How many brothers/sisters have you got? I have got two brothers.... I’m an only child. Where are you from? I’m from...</p> <p>What do you do? /How do you earn your life?-I’m a hairdresser.</p> <p>Which languages can you speak? Can you speak any English?</p> <p>Excuse me, is there a hospital around here? Yes, first of all go ahead, take the second on left...</p> <p>How can I get to the library?</p>	<p>TV/radio Recordings</p> <p>Games/Fun</p> <p>Road Signs</p> <p>Postcards and Greeting Cards</p> <p>Maps</p> <p>Note Taking</p> <p>Spoken Presentations</p> <p>Songs</p> <p>Descriptive/Biographical</p> <p>Texts</p> <p>Comics</p> <p>Survey on Personal Life (find someone who)</p> <p>E-mails</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

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<p>2</p> <p><i>My Environment</i></p>	<p>Naming everyday objects</p> <p>Talking about locations of things</p> <p>Asking about and describing our neighborhood</p> <p>Doing shopping</p> <p>Making comparisons</p> <p>Making preferences</p>	<p>Listening</p> <ul style="list-style-type: none"> Students will be able to listen to and respond to the questions related with the topic. Students will be able to locate the things as they listen to information about directions. Students will be able to listen to and use phrases related to shopping. Students will be able to identify different sentences to give and ask for permissions. Students will be able to listen to and discuss their comparisons. <p>Pronunciation</p> <ul style="list-style-type: none"> Students will be able to practice intonation in conversations. Students will be able to notice and use the rising and falling intonation. <p>Speaking</p> <ul style="list-style-type: none"> Students will be able to ask questions about other environments and describe their environment. Students will be able to ask for and provide everyday goods and services. Students will be able to explain and discuss their preferences together with reasons. Students will be able to give and receive information about quantities, numbers, and prices. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to develop skills in skimming. Students will be able to identify the spelling of the lexis related to everyday objects and shopping. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to write comparison of prices in different countries. Students will be able to describe their environment via e-mail. 	<p>What do you have in your room/kitchen/classroom/lounge/school? There is a study desk in my room. The study desk is between the window and the bed. How many books do you have?</p> <p>Is it a large or a small cellar? There aren't any sport facilities in our school.</p> <p>Do you live in a nice community?</p> <p>How much does this cost? Can I have one kilo of grapes? What time are you open? We're open from 9am to 5pm Do you have any?/ I'm looking for a.... No, we don't sell them. How will you pay? I'll pay in cash/by card.</p> <p>This store is cheaper than the previous. Is there a nice mall in this neighborhood? The one in our neighborhood is the biggest in Ankara.</p> <p>I want to buy a present for my friend, s/he prefers colorful clothes. I'd prefer to buy a small car rather than a big car because a small car is more useful.</p> <p>May I try this red blouse on?</p>	<p>Product Labels</p> <p>Brochures</p> <p>Discount Banners</p> <p>High-end Flea Market</p> <p>Songs</p> <p>Games</p> <p>Poster Advertisements</p> <p>Note taking</p> <p>Comparing</p> <p>Role play</p> <p>Information Gap</p> <p>Descriptive Text</p> <p>Tables/graphics</p> <p>IDIOMS/PROVERBS</p> <p>OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO</p> <p>ENTRY</p> <p>VIDEO BLOG</p> <p>ENTRY</p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
3 <i>Movies</i>	Talking about likes and dislikes	Listening <ul style="list-style-type: none">Students will be able to listen to and respond to sentences about likes and dislikes and their hobbies.Students will be able to identify sentences to make invitations and refuse/accept an invitation.Students will be able to identify the lexis related to expressing opinions.Students will be able to listen and practice a conversation about making invitations.Students will be able to identify the lexis and the jargon related to movies. Pronunciation <ul style="list-style-type: none">Students will be able to identify sentence stress and learn to sound natural when stressing words in conversations in a dialogue. Speaking <ul style="list-style-type: none">Students will be able to express their opinions fluently in informal debates.Students will be able to interact by using the lexis and the jargon related to movies.Students will be able to ask and tell the time and date.Students will be able to make excuses. Reading <ul style="list-style-type: none">Students will be able to read the movie posters.Students will be able to read film reviews on blogs to decide which movie to see.Students will be able to read for the main idea. Writing <ul style="list-style-type: none">Students will be able to write their opinions on a blog.Students will be able to write text messages to their friends to invite for a movie.Students will be able to prepare their own short movies' posters.	I like/enjoy watching horror movies. Detective film is my thing. I hate watching TV cooking programs because I think they waste our time. Romantic movies are not very me.	Self-Prepared Video Competitions Podcasts Magazines Newspapers Movie Tracks Movies Internet Websites Graphics/Charts Jigsaw Puzzle Oral Retelling Narrative Text IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY
	Talking about hobbies and free time activities		Let's see/ How about going to see a movie tonight? Are you in the mood for a movie tonight? Why don't we go get a cup of coffee after school? Oh, What a great idea! Oh, I think it is a fantastic idea! Cool! Thanks, that sounds nice! Oh, I'd love to do that! Well, I'd love to but I have other plans.	
	Inviting and refusing/accepting an invitation		I think it was a great movie. I believe this is I suppose.... I guess the actress won the Oscar last year.... If you ask me.... Personally, I think...	
	Making excuses		Can you tell me the time? Do you have the time?	
	Expressing opinions			
	Telling and asking about the time and date			

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4 <i>Wild Life</i>	Describing daily routines Talking about abilities and talents Talking about frequencies Expressing formations of some natural events	Listening <ul style="list-style-type: none"> Students will be able to identify the main idea of a text on natural disasters. Students will be able to identify time expressions of daily routines. Pronunciation <ul style="list-style-type: none"> Students will be able to practice the reduction of <i>do</i> and <i>does</i> in questions. Students will be able to recognize word stress of <i>can</i>. Speaking <ul style="list-style-type: none"> Students will be able to make complaints about and offer solutions to environmental problems. Students will be able to talk about their daily activities. Reading <ul style="list-style-type: none"> Students will be able to identify specific information in simpler written material such as short newspaper articles describing events. Students will be able to scan reading passages about animals with different/unusual abilities and/or talents. Writing <ul style="list-style-type: none"> Students will be able to write simple phrases and sentences about animals and imaginary animals, where they live and what they do. 	<p>Bats don't go to sleep at night. Each crocodile jaw carries 24 sharp teeth to crush.</p> <p>An elephant's trunk can grow to be about 2 meters long and can weigh up to 140 kg. A tiger can eat 5 kilos of meat in a day.</p> <p>How often does a rabbit give birth to a litter? Monkeys once a year/..... A female dog breeds twice a year.</p> <p>What causes avalanches? Where do landslides occur frequently in Turkey? How do natural disasters affect wild animals' life? What can we do to prevent natural disasters?</p>	<p>Magazines Newspapers Internet websites Graphics/Charts TV news broadcasts Monologues Jigsaw Informative texts</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO</p> <p>ENTRY</p> <p>VIDEO BLOG ENTRY</p>

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5 Celebrities	<p>Asking about and describing people's appearances and characters</p> <p>Identifying people</p> <p>Comparing characteristics and appearances.</p> <p>Expressing opinions (Agreeing, disagreeing, etc...)</p>	<p>Listening</p> <ul style="list-style-type: none"> Students will be able to identify and respond to lexis and jargon related to celebrities. Students will be able to recognize and use phrases to express opinion in English. Students will be able to listen to and give opinions about different characters. <p>Pronunciation</p> <ul style="list-style-type: none"> Students will be able to practice word stress. <p>Speaking</p> <ul style="list-style-type: none"> Students will be able to describe their favorite celebrity's appearance and character. Students will be able to identify people. Students will be able to discuss and compare characteristics of different celebrities. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to read for scanning. Students will be able to understand the lexis and jargon related to people and their characteristics in a short text. Students will be able to guess the meanings of words related to characteristics from the contexts in which they occur. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to prepare a simple school magazine. Students will be able to write a fan letter to their favorite celebrity. 	<p>Who's your favorite movie star? What is s/he like? What does....look like? How old/tall/long.....? What color.....? S/he has got blonde/wavy hair.</p> <p>In the picture Claire's hair is shorter than Hanna's. I think George is more emotional than Jay. I disagree with you, I think vice versa. Who is the most popular celebrity in? Who is the most beautiful/handsome celebrity in...? Who is your favorite soccer player?</p> <p>S/he is a born singer. He has got a natural talent for sports. In my opinion... I totally disagree./ I'm afraid, I disagree...</p>	<p>TV/Radio/ Podcasts</p> <p>Magazine</p> <p>Newspaper</p> <p>Games/Fun</p> <p>Comics</p> <p>Songs</p> <p>Videos</p> <p>Poem</p> <p>Note Taking</p> <p>Fan Letters</p> <p>Character Diaries</p> <p>Role Play</p> <p>Survey on Appearances at School</p> <p>Guess Who</p> <p>Interview</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

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6 <i>Intercultural Topics</i>	Identifying cultural differences	Listening <ul style="list-style-type: none"> Students will be able to infer situations, goals, participants, procedures. Students will be able to identify lexis related to intercultural topics. Students will be able to detect the public announcements at the airport. Pronunciation <ul style="list-style-type: none"> Students will be able to distinguish the homophones. 	<p>Turkish people in general are very hospitable to visitors from other countries.</p> <p>Indian food is spicy; however/but/though, it's not the same in Australia.</p> <p>What do you think about the social life in the States?</p> <p>People immigrate to..., because there are many job opportunities.</p>	<p>Newspaper</p> <p>Transportation Schedules</p> <p>Graphics/ Charts</p> <p>Currency</p> <p>Film</p> <p>Comics</p> <p>Maps</p> <p>Road Signs</p> <p>Expository Texts</p> <p>Note Taking</p> <p>Role Play</p> <p>Songs</p> <p>Surveying</p> <p>Guessing</p>
	Asking about and describing cities	Speaking <ul style="list-style-type: none"> Students will be able to make use of facial, paralinguistic, and other clues to work out meanings. Students will be able to take part in conversations in the situations that can occur when travelling. Students will be able to buy a flight ticket on the phone. 	<p>What is the weather like in...?</p> <p>It is almost rainy everyday in England.</p>	
	Talking about travel and tourism	Reading <ul style="list-style-type: none"> Students will be able to scan texts describing some famous cities in the world. Students will be able to get the idea of the content of the informative materials related to intercultural topics. Students will be able to scan time tables for travelling in different schedules and/or time zones. 	<p>Do you have any suggestion for me? I suggest you visit the Berlin Museum when you take a trip to Germany. I strongly advise you visit/eat...in ...</p> <p>What is the purpose of your trip?</p> <p>Please don't leave any bags unattended.</p>	
	Telling and asking about the time and date	Writing <ul style="list-style-type: none"> Students will be able to fill out a simple hotel registration form. Students will be able to fill in a table with specific information on famous cities around the world. Students will be able to write a short paragraph about a city that they would like to visit by indicating reasons. 	<p>Flight TK1987 is now boarding/has been cancelled/has been delayed</p> <p>Can you tell me the time?/Do you have the time?</p> <p>How can I go to the shopping mall? Could you tell me the way to the hospital? Turn right at the crossroad/it will be straight ahead of you...</p>	
	Asking about and giving direction			<p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
7 Seven Wonders	<p>Talking about past events</p> <p>Making inquiries</p> <p>Asking and answering questions in an interview</p>	<p>Listening</p> <ul style="list-style-type: none"> Students will be able to listen to and organize information on seven wonders of the world. Students will be able to listen and respond to simple questions and statements in an interview. <p>Pronunciation</p> <ul style="list-style-type: none"> Students will be able to sound natural producing <i>-ed endings</i> in regular past verbs. <p>Speaking</p> <ul style="list-style-type: none"> Students will be able to ask and answer simple questions about past times and past activities. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to read simple informative texts related to seven wonders of the ancient world. Students will be able to differentiate between literal and implied meaning in text. <p>Writing</p> <ul style="list-style-type: none"> Students will be able to use the commonly used connectors to link simple sentences in order to tell a story or describe something that occurred in past. 	<p>Why did/was...? Who did/was...? What did/were...? / Where did/were...? Did you...? Was she...? Can you tell me what happened?</p> <p>As far as I can remember s/he was... I can clearly remember that I was...</p> <p>When the Egyptians built Great Pyramid of Giza...</p> <p>Before Greeks decided to build Colossus of Rhodes...</p> <p>Firstly, they carried... Secondly, they decided on...</p> <p>Seven wonders of the ancient world existed many times ago/before.</p>	<p>Making Timeline</p> <p>Films</p> <p>Literary Texts (poem, story, etc.)</p> <p>Story Boards</p> <p>Summary Writing</p> <p>Oral Retelling</p> <p>Jigsaw Puzzle</p> <p>Compare and Contrast/Narrative Texts</p> <p>Repeating</p> <p>Role Play</p> <p>Song/ Chants</p> <p>IDIOMS/PROVERBS</p> <p>OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO</p> <p>ENTRY</p> <p>VIDEO BLOG</p> <p>ENTRY</p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
8 <i>Emergency and Health Problems</i>	<p>Giving and asking for advice</p> <p>Telling people what we think</p> <p>Giving and understanding simple instructions</p> <p>Seeing the doctor</p>	<p>Listening</p> <ul style="list-style-type: none"> Students will be able to listen to regulations expressed in simple language. <p>Pronunciation</p> <ul style="list-style-type: none"> Students will be able to notice sentence intonation. <p>Speaking</p> <ul style="list-style-type: none"> Students will be able to ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to understand basic signs and notices in public places (e.g. hospitals). <p>Writing</p> <ul style="list-style-type: none"> Students will be able to write short, simple formulaic notes/advice relating to matters in areas of immediate need. 	<p>What should I do?</p> <p>In the event of an earthquake, you should take shelter under a table.</p> <p>When you get a cut in your hand, you should put a piece of cloth on it.</p> <p>What causes the flu?</p> <p>You'd better take a long rest when you catch the flu.</p> <p>You'd rather stay home and take a good rest when you have a high fever.</p> <p>If/ when someone faints, first of all check if a person is still breathing, secondly alert medical personnel, and then position the person properly...</p> <p>What are your symptoms?</p> <p>I've got a rash on my hand.</p> <p>Your temperature is normal.</p> <p>Open your mouth, please.</p>	<p>TV</p> <p>Radio</p> <p>Newspaper</p> <p>Medicine Prospectus</p> <p>Songs/Chants</p> <p>Expository Texts</p> <p>Oral Retelling</p> <p>Spoken Presentation</p> <p>Advice Columns</p> <p>Brochures</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
9 <i>Party</i>	Organizing an event	Listening <ul style="list-style-type: none"> Students will be able to listen and respond to invitations and apologies. 	My family is going to throw a birthday party for me tomorrow. Would you like to join us?	Games/ Fun
	Talking about future plans	Pronunciation <ul style="list-style-type: none"> Students will be able to know how to pronounce “the” in simple sentences. 	Are you good at cooking?	Invitation Cards
	Making requests	Speaking <ul style="list-style-type: none"> Students will be able to discuss what to do for the party and make arrangements to meet. Students will be able to make and respond to suggestions. Students will be able to describe plans and arrangements. 	Can you help me?	Menus
	Asking for and giving suggestions	Reading <ul style="list-style-type: none"> Students will be able to get an idea of the content of simpler written materials. Students will be able to understand short, simple messages on invitation cards. 	Have you got any ...that I could borrow? Have you got time to prepare some...?	Songs
	Making and answering phone calls	Writing <ul style="list-style-type: none"> Students will be able to write simple invitation cards. Students will be able to identify the spelling of the lexis related to party. 	Would you mind making a shopping list for the party? Do you mind if I use your car?	Note Taking
	Reminding people what to do		Let's go to the cafe, what do you think? Let's do that/ I like that idea. I'd rather not because... Let's keep thinking	Oral Retelling
			Hey George, it is Lisa calling. Is Jackson in?/Can I talk to Jackson? Just a second, I'll call him. Can you speak a little slower, please? Thanks for calling, bye for now!	Singing
			Remember/don't forget to do it.	E-mails
				Invitee Lists
				Letters
				Telephone
				Conversations
				Coupons
				Posters
				Tables
				IDIOMS/PROVERBS
				OF THE WEEK
				DISCUSSION TIME
				TECH PACK
				E-PORTFOLIO
				ENTRY
				VIDEO BLOG
				ENTRY

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
10 Television	Making predictions about the future Stating an opinion (agreement, disagreement, etc...) Asking for opinion Interrupting someone in a conversation Gaining time in a conversation	Listening <ul style="list-style-type: none"> Students will be able to identify the main idea and the sequence of events in a TV broadcast. Students will be able to follow the main points of extended discussion around them. Pronunciation <ul style="list-style-type: none"> Students will be able to identify the minimal pairs in short, simple spoken interaction. Speaking <ul style="list-style-type: none"> Students will be able to express themselves in short exchanges using false starts and fillers. Students will be able to agree or disagree with others. Students will be able to say what they think about things and events. Reading <ul style="list-style-type: none"> Students will be able to understand short, simple texts containing the highest frequency vocabulary including several cognates. Writing <ul style="list-style-type: none"> Students will be able to write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. 	<p>I think/in my opinion/ to me, we won't use television in near future, because...</p> <p>I don't think so... / No chance! / Never in a million years!</p> <p>That's for sure! /Absolutely! / I guess so! / I'm not so sure about it. I couldn't agree more. No way! I'd say the exact the opposite. No, I'm not so sure about that. That's not always the case.</p> <p>No doubt about it. You have a point there. I was just going to say that.</p> <p>Do you have anything to say about this?</p> <p>Can I add something here? / If I might add something/ Sorry to interrupt that.</p> <p>Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean.</p>	<p>TV</p> <p>Radio</p> <p>Podcasts</p> <p>Magazine</p> <p>Newspapers</p> <p>Brochures</p> <p>Print Media</p> <p>Comics</p> <p>Internet Websites</p> <p>Graphics/Charts</p> <p>Poems</p> <p>Songs/Chants</p> <p>Jigsaw Puzzle</p> <p>Note Taking</p> <p>Summary Writing</p> <p>Spoken Presentation</p> <p>Simple Discussion</p> <p>Poster Advertisements</p> <p>Persuasive Essays</p> <p>Cause and Effect Essays</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>