

<b>DAY 1 - LESSON ONE (45 mins)</b>	
<p><b>Welcome and aim of workshops</b>                      Teacher greets students and states the aims of the workshops. This should be mainly in Turkish in order to establish students' ability level.</p>	<b>5 mins</b>
<p><b>Greetings and Introductions</b>                      Teacher asks students to introduce themselves in Turkish in groups of around 4 or 5.</p>	<b>10 mins</b>
<p><b>Grammar</b>                      Teacher introduces idea of different forms of writing, i.e. text messages, formal/informal letters to highlight the differences between spoken and written language. Students complete exercises in Handout 1.</p>	<b>15 mins</b> Handout 1 Written & Spoken Language
<p><b>Discussion</b>                      Students check each others' answers then teacher highlights importance of tense, vowel harmony and different letters in Turkish alphabet such as ç, ı, ş, ğ, ö.</p>	<b>15 mins</b>
<b>DAY 1 - LESSON TWO (45 mins)</b>	
<p><b>Warm-up activity</b>                      Teacher reads out some challenging words related to the internet and computers and students write these down.</p>	<b>10 mins</b>
<p><b>Discussion</b>                      Teacher initiates a general discussion on who uses the internet; positive and negative elements of it, etc.</p>	<b>10 mins</b>
<p><b>Reading comprehension/discussion</b>                      Students read the article about Facebook then answer comprehension questions using full sentences. Students then read second article for a class discussion.</p>	<b>15 mins</b> Handout 2 Reading Comprehension
<p><b>Summary</b>                      Teacher asks students to say what they have learnt today and what was new to them.</p>	<b>5 mins</b>
<p><b>Homework</b>                      Translation exercise on Handout 3.</p>	
<b>DAY 2 - LESSON ONE (45 mins)</b>	
<p>Work through a sample GCSE reading test.</p>	<b>45 mins</b>
<b>DAY 2 - LESSON TWO (45 mins)</b>	
<p><b>Sentence connectors</b>                      Teacher explains the importance of sentence connectors and gives students a list of these for reference when needed.</p>	<b>5 mins</b> Handout 4 Sentence Connectors
<p><b>Translation activity</b>                      Students complete translation exercises on Handout 5 using sentence connectors.</p>	<b>10 mins</b> Handout 5 Combining Sentences

<b>Listening and note-taking</b> Teacher plays the song Pentagram: Sonsuz and gets students to complete gaps on Handout 6, page 2 before discussing what the song is about.	<b>10 mins</b> Handout 6 Song Lyrics
<b>Writing for an audience (sentence level)</b> In groups of 4 get students to write “life mottos” as in the song. Students discuss these within their groups and nominate one of their group to write their mottos on the board. Groups read each others’ mottos and discuss them.	<b>20 mins</b>
<b>Homework</b> Students complete Handout 7, page 1 on informal letter writing.	
<b>DAY 3 - LESSON ONE (45 mins)</b>	
Work through a sample GCSE listening test.	<b>45 mins</b>
<b>DAY 3 - LESSON TWO (45 mins)</b>	
<b>Complex structures</b> Teacher selects some of sentences on Handout 8 and highlights different usage of participles before students complete translations on Handout 9.	<b>10 mins</b> Handout 8 Direct & Indirect Speech and Handout 9 Participles
<b>Writing a longer text</b> Teacher draws a big fridge on the board and gets students to write some notes to each other. Teacher helps students by writing a few examples. Students write their messages on post-it notes and stick these on the “fridge”.	<b>15 mins</b>
<b>Feedback</b> Students read through messages whilst teacher highlights any mistakes.	<b>10 mins</b>
<b>Formal letter writing</b> Teacher briefly explains how to write a formal letter before handing out homework.	<b>5 mins</b>
<b>Homework</b> Students complete letter-writing exercise on Handout 7, page 2.	
<b>DAY 4 - LESSON ONE (45 mins)</b>	
Work through a sample GCSE writing test.	<b>45 mins</b>
<b>DAY 4 - LESSON TWO (45 mins)</b>	
<b>Discussion</b> Teacher gets students to talk briefly about what they like to read.	<b>10 mins</b>
<b>Forming sentences</b> Teacher shows a picture story to students, leaving out the last picture. As a class they look at pictures and form sentences whilst guessing what will happen in the next picture.	<b>10 mins</b> Picture Story
<b>Writing a paragraph</b> Working in groups, students write their own creative ending to the story.	<b>15 mins</b>
<b>Reading out stories</b> Students read out their group’s ending to the story before Teacher shows the original ending.	<b>10 mins</b>