2026-2027 Eğitim-Öğretim Yılı · İngilizce Hazırlık · Hazırlık sınıfı bulunan lise Çerçeve Yıllık Planı

Haftalık 20 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	20	Orıentatıon			15 Temmuz Demokrasi ve Millî Birlik Günü
2	21–25 Eylül	20	Orıentatıon			
3	28 Eylül – 2 Ekim	20	Revısıon 1 (Tekrar)	Target Vocabulary in Use (with revisional vocabulary): -Vocabulary for school events and celebrations (sports, music, drama) -Vocabulary for preferences for different learning technologies Target Grammatical Structures in Use: -The Simple Present Tense versus Present Progressive Tense -Use of the Simple Present Tense vs Present Progressive Tense Distinguishing regular actions, habits, general truths, permanent situations, and actions happening at the moment of speaking, and temporary activities. Target Social Language in Use: -He's a total phone zombie! -I didn't mean to spill the water! -It feels so cosy in our home when we light the fireplace!	**ENG.8.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations". **ENG.8.1.L2** Students can bring together the information in the current content on "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations". **ENG.8.1.L3** Students can make sense of and derive meaning from the current content on "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations". **ENG.8.1.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.8.1.R2** Students can bring information together about the current content on "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations" through skimming, scanning, and detailed reading. **ENG.8.1.R3** Students can make sense of and derive meaning from the current content on "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations". **ENG.8.1.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.8.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning with preferences for different learning activities; preferences for different learning technologies" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.1.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.8.1.W1** Students can prepare for writing efficiently and accurately based on the current content about "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations". **ENG.8.1.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations". **ENG.8.1.W3** Students can construct new written content on "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations" based on their understanding of the model(s) provided. **ENG.8.1.W4** Students can practise producing written content based on the current theme "school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations". **ENG.8.1.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the	

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					current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”. **ENG.8.1.S2** Students can analyse and understand the model content related to “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” to support the production of spoken language. **ENG.8.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.	
4	5–9 Ekim	20	Revısıon 1 (Tekrar)	Target Vocabulary in Use (with revisional vocabulary): -Vocabulary for school events and celebrations (sports, music, drama) -Vocabulary for preferences for different learning technologies Target Grammatical Structures in Use: -The Simple Present Tense versus Present Progressive Tense -Use of the Simple Present Tense vs Present Progressive Tense Distinguishing regular actions, habits, general truths, permanent situations, and actions happening at the moment of speaking, and temporary activities. Target Social Language in Use: -He’s a total phone zombie! -I didn’t mean to spill the water! -It feels so cosy in our home when we light the fireplace!	**ENG.8.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”. **ENG.8.1.L2** Students can bring together the information in the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”. **ENG.8.1.L3** Students can make sense of and derive meaning from the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”. **ENG.8.1.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.R2** Students can bring information together about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” through skimming, scanning, and detailed reading. **ENG.8.1.R3** Students can make sense of and derive meaning from the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”. **ENG.8.1.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.1.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.8.1.W1** Students can prepare for writing efficiently and accurately based on the current content about “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”. **ENG.8.1.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”. **ENG.8.1.W3** Students can construct new written content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” based on their understanding of the model(s) provided. **ENG.8.1.W4** Students can practise producing written content based on the current theme “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.	

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					ENG.8.1.S1 Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”. **ENG.8.1.S2** Students can analyse and understand the model content related to “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” to support the production of spoken language. **ENG.8.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.	
5	12–16 Ekim	20	Revısıon 2 (Tekrar)	Target Vocabulary in Use (with revisional vocabulary): -Vocabulary for natural disasters and their damage on animals and nature -Vocabulary for natural disasters and their damage on people’s lives -Vocabulary for transport in the future -Vocabulary for self-driving cars, flying vehicles in the future Target Grammatical Structures in Use: -“Be going to Future” Tense -Use of “Be Going to Future” Tense: Expressing planned or intended actions or events in the near future. -The Simple Future Tense (will) -Use of the Simple Future Tense (will) Describing spontaneous decisions, predictions, or promises about the future. Target Social Language in Use: -The world is a global village now!	**ENG.8.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”. **ENG.8.7.L2** Students can bring together the information in the current content on “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”. **ENG.8.7.L3** Students can make sense of and derive meaning from the current content on “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”. **ENG.8.7.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” in relation to themselves or others, both individually and/or with others. **ENG.8.8.R2** Students can bring information together about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” through skimming, scanning and detailed reading. **ENG.8.8.R3** Students can make sense of and derive meaning from the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”. **ENG.8.8.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” in relation to themselves or others, both individually and/or with others. **ENG.8.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and future with transport in the future; self driving cars; flying vehicles in the future” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.8.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness raising and discovery. **ENG.8.8.W3** Students can construct new written content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” based on their understanding of the model(s) provided. **ENG.8.8.W4** Students can practise producing written content based on the current theme “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”. **ENG.8.7.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”. **ENG.8.8.S2** Students can analyse and understand the model content related to “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” to support the production of spoken language.	

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					ENG.8.8.S3 Students can produce meaningful and accurate spoken content related to the current theme on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”. **ENG.8.8.S5** Students can reconstruct the information about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” when communicating with others. **ENG.8.8.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” in relation to themselves or others, both individually and/or with others.	
6	19–23 Ekim	20	Revısıon 2 (Tekrar)	Target Vocabulary in Use (with revisional vocabulary): -Vocabulary for natural disasters and their damage on animals and nature -Vocabulary for natural disasters and their damage on people’s lives -Vocabulary for transport in the future -Vocabulary for self-driving cars, flying vehicles in the future Target Grammatical Structures in Use: -“Be going to Future” Tense -Use of “Be Going to Future” Tense: Expressing planned or intended actions or events in the near future. -The Simple Future Tense (will) -Use of the Simple Future Tense (will) Describing spontaneous decisions, predictions, or promises about the future. Target Social Language in Use: -The world is a global village now!	**ENG.8.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”. **ENG.8.7.L2** Students can bring together the information in the current content on “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”. **ENG.8.7.L3** Students can make sense of and derive meaning from the current content on “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”. **ENG.8.7.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” in relation to themselves or others, both individually and/or with others. **ENG.8.8.R2** Students can bring information together about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” through skimming, scanning and detailed reading. **ENG.8.8.R3** Students can make sense of and derive meaning from the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”. **ENG.8.8.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” in relation to themselves or others, both individually and/or with others. **ENG.8.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and future with transport in the future; self driving cars; flying vehicles in the future” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.8.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness raising and discovery. **ENG.8.8.W3** Students can construct new written content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” based on their understanding of the model(s) provided. **ENG.8.8.W4** Students can practise producing written content based on the current theme “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”. **ENG.8.7.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”. **ENG.8.8.S2** Students can analyse and understand the model content related to “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” to support the production of spoken language. **ENG.8.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”.	

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					ENG.8.8.S5 Students can reconstruct the information about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” when communicating with others. **ENG.8.8.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” in relation to themselves or others, both individually and/or with others.	
7	26–30 Ekim	20	Theme 1: School Lıfe	Sub-themes: "School rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for school rules: Verbs: To be punctual, to be on/in time, to be respectful to others, to be kind/polite to everyone, to return books, not to skip the lessons (classes-AmE), to set (school rules), to respect, to follow the rules. Vocabulary for people and roles at school: Nouns: A coach (sports and/or drama), a caretaker /cleaner (custodian/janitor in AmE), a deputy head/ assistant to the headmaster/mistress (assistant principal-AmE), headteacher (principaL-AmE), a school council/a student council, counsellor (counselor-AmE), staff member, school secretary. Vocabulary for responsibilities at school: Verbs: To manage, to help with, to handle, to join (a club and/or a team), to coach, to take responsibility (for something), to encourage, to communicate (effectively), to participate (actively), to queue up (to line up-AmE), to keep your voice	ENG.PREP.1.L1.Students can prepare and get ready for listening (to)/watching about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.L2. Students can bring together the information in the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.L3. Students can make sense of and derive meaning from the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" in relation to themselves or others, both individually and/or with others. ENG.PREP.1.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.1.R1. Students can prepare for reading the content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" efficiently and effectively. ENG.PREP.1.R2. Students can bring information together about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" through skimming, scanning and detailed reading. ENG.PREP.1.R3. Students can make sense of and derive meaning from the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" in relation to themselves or others, both individually and/or with others. ENG.PREP.1.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.1.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.1.W1. Students can prepare for writing efficiently and accurately based on the current content about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.W3. Students can construct new written content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" based on their understanding of the model(s) provided. ENG.PREP.1.W4. Students can practise producing written content based on the current theme "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.W5. Students can engage in the process of writing related to the content on "school life with school	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: They write and design a school drama play on the content of "school life with school rules, roles and responsibilities, activities and events at school" including target vocabulary, grammar, and social language expressions and then they present it and perform it as a show in class by inviting other students as actors, directors, etc. The assignment will be evaluated by using rubrics. Cumhuriyet Bayramı (29 Ekim)

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				low, to return your tray, to pick up litter/rubbish (trash/garbage-AmE). Vocabulary for routines and activities at school: Verbs: To arrive (on time/at school), to have a lesson (class-AmE), to attend (lessons, meetings), to practise (sports, music), to participate in (lessons, competitions, clubs). Vocabulary for places at school: Nouns: A library, a corridor (hallway-AmE). Adverbs of frequency: Always, often, usually, sometimes, occasionally, rarely, never. *National and religious days, festivals and celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme: In this theme, specific examples, cases, situations, events, and practices reflecting	rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.W6. Students can reconstruct their writing about the current theme on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" to communicate effectively about it. ENG.PREP.1.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" in relation to themselves or others, both individually and/or with others. ENG.PREP.1.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.S2. Students can analyse and understand the model content related to "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" to support the production of spoken language. ENG.PREP.1.S3. Students can produce meaningful and accurate spoken content related to the current theme on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.S4. Students can construct meaningful spoken content about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" through efficient and meaningful practice. ENG.PREP.1.S5. Students can reconstruct the information about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" when communicating with others. ENG.PREP.1.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" in relation to themselves or others, both individually and/or with others.	

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				Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Background Grammatical Structures in Use: -Imperatives: Expressing instructions for rules (Don't be late for class! Take care of school property! Don't shout in the corridors (hallways -AmE)! Keep the school clean and tidy! Be polite and respectful to others! Don't use mobile phones (cell phone-AmE) at school! Follow safety rules at school!) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both		

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				the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Simple Present Tense (Positive, Negative, and Interrogative Forms): (She always arrives at school at 8 o'clock every day. We have an assembly every Monday. The bell rings at 9 o'clock in the morning every day) (We don't skip lessons.) (Do you have lunch at school?) -Modals: Can/can't, must/mustn't, have to/ has to, do not/does not have to -Must (for obligation in present): (The caretaker must keep the school clean.) -Mustn't (for prohibition): (You mustn't run at school.) -Can't (for prohibition): (You can't enter the library now!) -Have to/has to (for obligation in present time): (Positive, Negative, and Interrogative Forms) (I have to take responsibility for arriving at school on time.) (You don't have to leave school that early.) (Does she have to go?) -Must vs have to/has to: (The teacher must be a good example for the students.) (The teacher has to prepare lesson plans.) -Can (for permission): (Can I leave early today?) -Can (for requests): (Can you pass the book,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				please?) Functions of the Background Grammatical Structures in Use: -Imperatives: Expressing instructions for rules. Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing peoples' roles and responsibilities; describing routines, activities and events at school. -Use of modals: Must: Describing personal and specific obligations on the part of the speaker. Have to/has to: Describing general, external, and impersonal obligation that resulting from a fact or a rule. Can: Describing permission and requests. Target Social Language Expressions in Use: Chill out! Relax! No pain, no gain! This is not a big deal! Don't bend the rules! Target Phonological Sounds in Use: Intonation of positive statements. -Vowel: a: -Vowel: a (/ae/, /aeı/, /ə/, /a:/, /e /ɑ:/, /a/, / /ɐɘ/) -Consonants: b: -Consonants: (/b/), silent /b/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
8	2–6 Kasım	20	Theme 1: School Lıfe Theme 2: Classroom Lıfe	Sub-themes: "School rules, events, and activities at school;	ENG.PREP.1.L1.Students can prepare and get ready for listening (to)/watching about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations".	Assessment and Evaluation Scheme for Upper Secondary Schools

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				people, roles and responsibilities at school; national days and celebrations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for school rules: Verbs: To be punctual, to be on/in time, to be respectful to others, to be kind/polite to everyone, to return books, not to skip the lessons (classes-AmE), to set (school rules), to respect, to follow the rules. Vocabulary for people and roles at school: Nouns: A coach (sports and/or drama), a caretaker /cleaner (custodian/janitor in AmE), a deputy head/ assistant to the headmaster/mistress (assistant principal-AmE), headteacher (principaL-AmE), a school council/a student council, counsellor (counselor-AmE), staff member, school secretary. Vocabulary for responsibilities at school: Verbs: To manage, to help with, to handle, to join (a club and/or a team), to coach, to take responsibility (for something), to encourage, to communicate (effectively), to participate (actively), to queue up (to line up-AmE), to keep your voice low, to return your tray, to pick up litter/rubbish (trash/garbage-AmE). Vocabulary for routines and activities at school: Verbs: To arrive (on time/at school), to have a lesson (class-AmE), to attend (lessons,	ENG.PREP.1.L2. Students can bring together the information in the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.L3. Students can make sense of and derive meaning from the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" in relation to themselves or others, both individually and/or with others. ENG.PREP.1.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.1.R1. Students can prepare for reading the content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" efficiently and effectively. ENG.PREP.1.R2. Students can bring information together about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" through skimming, scanning and detailed reading. ENG.PREP.1.R3. Students can make sense of and derive meaning from the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" in relation to themselves or others, both individually and/or with others. ENG.PREP.1.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.1.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.1.W1. Students can prepare for writing efficiently and accurately based on the current content about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.W3. Students can construct new written content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" based on their understanding of the model(s) provided. ENG.PREP.1.W4. Students can practise producing written content based on the current theme "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.W5. Students can engage in the process of writing related to the content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.W6. Students can reconstruct their writing about the current theme on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" to communicate effectively about it. ENG.PREP.1.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" in relation to themselves or others, both individually and/or with others. ENG.PREP.1.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current	PERFORMANCE ASSIGNMENT: They write and design a school drama play on the content of "school life with school rules, roles and responsibilities, activities and events at school" including target vocabulary, grammar, and social language expressions and then they present it and perform it as a show in class by inviting other students as actors, directors, etc. The assignment will be evaluated by using rubrics. Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students write and design "my ideal classroom with ideal activities" project. They will describe ideal roles, relationships, routines, and activities for an ideal class and classroom. They will write scripts for each role. In the class, they will act-out these roles. The assignment will be evaluated by using rubrics.

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				meetings), to practise (sports, music), to participate in (lessons, competitions, clubs). Vocabulary for places at school: Nouns: A library, a corridor (hallway-AmE). Adverbs of frequency: Always, often, usually, sometimes, occasionally, rarely, never. *National and religious days, festivals and celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme: In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners'	content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.S2. Students can analyse and understand the model content related to "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" to support the production of spoken language. ENG.PREP.1.S3. Students can produce meaningful and accurate spoken content related to the current theme on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations". ENG.PREP.1.S4. Students can construct meaningful spoken content about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" through efficient and meaningful practice. ENG.PREP.1.S5. Students can reconstruct the information about "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" when communicating with others. ENG.PREP.1.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life with school rules, events, and activities at school; people, roles and responsibilities at school; national days and celebrations" in relation to themselves or others, both individually and/or with others. ENG.PREP.2.L1.Students can prepare and get ready for listening (to)/watching about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.L2. Students can bring together the information in the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.L3. Students can make sense of and derive meaning from the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" in relation to themselves or others, both individually and/or with others. ENG.PREP.2.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.2.R1. Students can prepare for reading the content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" efficiently and effectively. ENG.PREP.2.R2. Students can bring information together about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" through skimming, scanning and detailed reading. ENG.PREP.2.R3. Students can make sense of and derive meaning from the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" in relation to themselves or others, both individually and/or with others. ENG.PREP.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life with classroom rules and instructions; roles,	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Background Grammatical Structures in Use: -Imperatives: Expressing instructions for rules (Don't be late for class! Take care of school property! Don't shout in the corridors (hallways -AmE)! Keep the school clean and tidy! Be polite and respectful to others! Don't use mobile phones (cell phone-AmE) at school! Follow safety rules at school!) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The	responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.2.W1. Students can prepare for writing efficiently and accurately based on the current content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.W3. Students can construct new written content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" based on their understanding of the model(s) provided. ENG.PREP.2.W4. Students can practise producing written content based on the current theme "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.W5. Students can engage in the process of writing related to the content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.W6. Students can reconstruct their writing about the current theme on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" to communicate effectively about it. ENG.PREP.2.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" in relation to themselves or others, both individually and/or with others. ENG.PREP.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.S2. Students can analyse and understand the model content related to "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" to support the production of spoken language. ENG.PREP.2.S3. Students can produce meaningful and accurate spoken content related to the current theme on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.S4. Students can construct meaningful spoken content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" through efficient and meaningful practice. ENG.PREP.2.S5. Students can reconstruct the information about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" when communicating with others. ENG.PREP.2.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" in relation to themselves or others, both individually and/or with others."	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Simple Present Tense (Positive, Negative, and Interrogative Forms): (She always arrives at school at 8 o'clock every day. We have an assembly every Monday. The bell rings at 9 o'clock in the morning every day) (We don't skip lessons.) (Do you have lunch at school?) -Modals: Can/can't, must/mustn't, have to/ has to, do not/does not have to -Must (for obligation in present): (The caretaker must keep the school clean.) -Mustn't (for prohibition): (You mustn't run at school.) -Can't (for prohibition): (You can't enter the library now!) -Have to/has to (for obligation in present time): (Positive, Negative, and Interrogative Forms) (I have to take responsibility for arriving at school on time.) (You don't have to leave school that early.) (Does she have to go?) -Must vs have to/has to: (The teacher must be a good example for the students.) (The teacher has to prepare lesson plans.) -Can (for permission): (Can I leave early today?) -Can (for requests): (Can you pass the book, please?) Functions of the Background Grammatical Structures in Use: -Imperatives: Expressing instructions for rules. Functions of the Target Grammatical Structures		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in Use: -Use of the Simple Present Tense: Describing peoples' roles and responsibilities; describing routines, activities and events at school. -Use of modals: Must: Describing personal and specific obligations on the part of the speaker. Have to/has to: Describing general, external, and impersonal obligation that resulting from a fact or a rule. Can: Describing permission and requests. Target Social Language Expressions in Use: Chill out! Relax! No pain, no gain! This is not a big deal! Don't bend the rules! Target Phonological Sounds in Use: Intonation of positive statements. -Vowel: a: -Vowel: a (/ae/, /aeı/, /ə/, /a:/, /e /ɑ:/, /a/, / /ɐɞ/) -Consonants: b: -Consonants: (/b/), silent /b/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.) Sub-themes: "Classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for classroom rules and instructions: "Please		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				listen carefully to the audio and answer the questions", "Please work in pairs and discuss the topic", "Please raise your hand to speak", "Please don't disturb others in class", Please be respectful to the teacher and your classmates, "Please follow the teacher's instructions", "Please pay attention to class activities.", "Please complete your homework on time", "Please respect everyone's opinions", "Please don't cheat on tests/exams", "Please hand in your homework in time", "Please complete your homework for tomorrow", "Please underline the new/key words in the text", "Please close your books and look at the board", "Please don't talk while your teacher/classmate is talking", "Please stay quiet". Vocabulary for people and roles in the classroom: Nouns: A classmate, a desk mate (seatmate-AmE), a monitor, a helper, a peer. Vocabulary for roles and responsibilities in the classroom: Students and classmates: Verbs: To do/to complete homework (assignment-(AmE), to hand in homework (turn in-AmE), to work with (classmates/peers), to follow (rules, instructions), to do the exercises. Teachers: Verbs: To teach/to give lessons, to prepare (lesson plans), to check (students' work), to help (students), to keep (the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				class organised), to explain (A teacher explains the lesson to the class). Vocabulary for relationships (in the classroom): Verbs: To make friends, to feel empathy, to behave politely, to help (each other), to be friendly,to support (each other) (Students share ideas and work together). Vocabulary for classroom and study routines in the classroom: Verbs: To learn, to talk, to study, to communicate, to chat, to participate, to attend, to organise, to practise (to practice-AmE), to copy (notes), to solve (a problem). Vocabulary for learning activities in the classroom: Nouns: Games, competitions, discussions, activities, dialogues, act-outs. Adverbs of frequency: Normally, generally, regularly, monthly, daily, quietly. Vocabulary for classroom objects: Nouns: A blackboard, a desk, a noticeboard, a projector, a digital screen, a bookshelf printer, a supply box, a rubbish (garbage/trash-AmE) bin, a chair. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: - The Simple Present Tense (Positive, Negative, and Interrogative Forms): (We always arrive at school at 8 o'clock every day. We don't / do not always arrive at school at 8 o'clock every day. Do you always arrive at school at 8 o'clock every day?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -Shall (for suggestion): (Shall we write this together?) - There is/There are (Positive, Negative, and Interrogative Forms): (There is an assembly at school at 9 o'clock. There isn't / is not an assembly at school at 9 o'clock. Is there and assembly at 9 o'clock at school?) (There are a lot of students in the assembly). (There aren't any students in the assembly.) (Are there any students in the assembly?) -Modals: (Can/Can't): (Can we work together on this project?) (You can't start the new project.) Must/Mustn't: (You must show respect to your teachers and friends.) (You mustn't disturb your classmates. They are studying now.)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Imperatives: (Don’t disturb others in class!) (Please help your friends!) Functions of Background Grammatical Structures in Use: -Use of the Simple Present Tense: Describing responsibilities of different roles, daily routines and study routines (in a classroom). -Use of Modals: Must: Asking and answering for prohibitions. Can/can’t: Asking and answering for possibilities. -Use of Imperatives: Giving instructions. Functions of the Target Grammatical Structures in Use: -Use of “There is/There are” (present): Describing rules. -Use of “Shall”: Asking for suggestions. Target Social Language Expressions in Use: Good job! Thank you for your help! I’m grateful for your assistance! Keep up the good work! What does it mean? Excuse me, can I speak to you? Target Phonological Sounds in Use: Intonation of negative statements Consonants: c, d Consonants: c: (/si/, /k/); d: (/d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
9	9–13 Kasım	20	Theme 2: Classroom Lıfe	Sub-themes: “Classroom	ENG.PREP.2.L1.Students can prepare and get ready for listening (to)/watching about the current content on	Assessment and Evaluation Scheme

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for classroom rules and instructions: "Please listen carefully to the audio and answer the questions", "Please work in pairs and discuss the topic", "Please raise your hand to speak", "Please don't disturb others in class", Please be respectful to the teacher and your classmates, "Please follow the teacher's instructions", "Please pay attention to class activities.", "Please complete your homework on time", "Please respect everyone's opinions", "Please don't cheat on tests/exams", "Please hand in your homework in time", "Please complete your homework for tomorrow", "Please underline the new/key words in the text", "Please close your books and look at the board", "Please don't talk while your teacher/classmate is talking", "Please stay quiet". Vocabulary for people and roles in the classroom: Nouns: A classmate, a desk mate (seatmate-AmE), a monitor, a helper, a peer. Vocabulary for roles and responsibilities in the classroom: Students and classmates: Verbs: To do/to complete homework (assignment-	"classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.L2. Students can bring together the information in the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.L3. Students can make sense of and derive meaning from the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" in relation to themselves or others, both individually and/or with others. ENG.PREP.2.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.2.R1. Students can prepare for reading the content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" efficiently and effectively. ENG.PREP.2.R2. Students can bring information together about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" through skimming, scanning and detailed reading. ENG.PREP.2.R3. Students can make sense of and derive meaning from the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" in relation to themselves or others, both individually and/or with others. ENG.PREP.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.2.W1. Students can prepare for writing efficiently and accurately based on the current content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.W3. Students can construct new written content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" based on their understanding of the model(s) provided. ENG.PREP.2.W4. Students can practise producing written content based on the current theme "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.W5. Students can engage in the process of writing related to the content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.W6. Students can reconstruct their writing about the current theme on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and	for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students write and design "my ideal classroom with ideal activities" project. They will describe ideal roles, relationships, routines, and activities for an ideal class and classroom. They will write scripts for each role. In the class, they will act-out these roles. The assignment will be evaluated by using rubrics. Atatürk Haftası (10-16 Kasım)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(AmE), to hand in homework (turn in-AmE), to work with (classmates/peers), to follow (rules, instructions), to do the exercises. Teachers: Verbs: To teach/to give lessons, to prepare (lesson plans), to check (students' work), to help (students), to keep (the class organised), to explain (A teacher explains the lesson to the class). Vocabulary for relationships (in the classroom): Verbs: To make friends, to feel empathy, to behave politely, to help (each other), to be friendly,to support (each other) (Students share ideas and work together). Vocabulary for classroom and study routines in the classroom: Verbs: To learn, to talk, to study, to communicate, to chat, to participate, to attend, to organise, to practise (to practice-AmE), to copy (notes), to solve (a problem). Vocabulary for learning activities in the classroom: Nouns: Games, competitions, discussions, activities, dialogues, act-outs. Adverbs of frequency: Normally, generally, regularly, monthly, daily, quietly. Vocabulary for classroom objects: Nouns: A blackboard, a desk, a noticeboard, a projector, a digital screen, a bookshelf printer, a supply box, a rubbish (garbage/trash-AmE) bin, a chair. *National and religious days, festivals and celebrations: 29 October	learning activities in the classroom" to communicate effectively about it. ENG.PREP.2.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" in relation to themselves or others, both individually and/or with others. ENG.PREP.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.S2. Students can analyse and understand the model content related to "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" to support the production of spoken language. ENG.PREP.2.S3. Students can produce meaningful and accurate spoken content related to the current theme on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom". ENG.PREP.2.S4. Students can construct meaningful spoken content about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" through efficient and meaningful practice. ENG.PREP.2.S5. Students can reconstruct the information about "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" when communicating with others. ENG.PREP.2.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom" in relation to themselves or others, both individually and/or with others."	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: - The Simple Present Tense (Positive, Negative, and Interrogative Forms): (We always arrive at school at 8 o'clock every day. We don't / do not always arrive at school		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				at 8 o'clock every day. Do you always arrive at school at 8 o'clock every day?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -Shall (for suggestion): (Shall we write this together?) - There is/There are (Positive, Negative, and Interrogative Forms): (There is an assembly at school at 9 o'clock. There isn't / is not an assembly at school at 9 o'clock. Is there and assembly at 9 o'clock at school?) (There are a lot of students in the assembly). (There aren't any students in the assembly.) (Are there any students in the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				assembly?) -Modals: (Can/Can't): (Can we work together on this project?) (You can't start the new project.) Must/Mustn't: (You must show respect to your teachers and friends.) (You mustn't disturb your classmates. They are studying now.) -Imperatives: (Don't disturb others in class!) (Please help your friends!) Functions of Background Grammatical Structures in Use: -Use of the Simple Present Tense: Describing responsibilities of different roles, daily routines and study routines (in a classroom). -Use of Modals: Must: Asking and answering for prohibitions. Can/can't: Asking and answering for possibilities. -Use of Imperatives: Giving instructions. Functions of the Target Grammatical Structures in Use: -Use of "There is/There are" (present): Describing rules. -Use of "Shall": Asking for suggestions. Target Social Language Expressions in Use: Good job! Thank you for your help! I'm grateful for your assistance! Keep up the good work! What does it mean? Excuse me, can I speak to you? Target Phonological Sounds in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Intonation of negative statements Consonants: c, d Consonants: c: (/si/, /k/); d: (/d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	20	Theme 3: Personal Lıfe	Sub-themes: “Body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for physical features: Vocabulary for body parts: Nouns: A shoulder, an elbow, a wrist, an ankle, a chest, a knee, a forehead, an eyebrow, a leg, hair, a face, an arm, eyes. Vocabulary for body weight: Nouns: Medium-weight, (body) size. Adjectives: well-built, slim. Vocabulary for body height: Adjective: Medium-height. Vocabulary for hair colour/shape: Adjectives: Dark, straight, bald, blonde, wavy, curly. Vocabulary for skin colour: Adjectives: Fair skinned, tan skinned, pale skinned. Vocabulary for age: Adjectives: Middle-aged, elderly. Vocabulary for physical appearance: Adjectives: attractive, enormous, weak, strong. Vocabulary for	ENG.PREP.3.L1.Students can prepare and get ready for listening (to)/watching about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits”. ENG.PREP.3.L2. Students can bring together the information in the current content on “personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits”. ENG.PREP.3.L3. Students can make sense of and derive meaning from the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits”. ENG.PREP.3.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits” in relation to themselves or others, both individually and/or with others. ENG.PREP.3.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits” to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.3.R1. Students can prepare for reading the content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits” efficiently and effectively. ENG.PREP.3.R2. Students can bring information together about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits” through skimming, scanning and detailed reading. ENG.PREP.3.R3. Students can make sense of and derive meaning from the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits”. ENG.PREP.3.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits” in relation to themselves or others, both individually and/or with others. ENG.PREP.3.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.3.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.3.W1. Students can prepare for writing efficiently and accurately based on the current content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits”. ENG.PREP.3.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits”. ENG.PREP.3.W3. Students can construct new written content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits” based on their understanding of the	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: They write and design "a fact file" for one of their classmates after conducting an interview with him/her outside the classroom in break times. They will include information about physical features and personal traits to describe the classmate in question. They will present it to the class and ask the other students to guess whose fact file it is. In the class, the students whose fact files are presented will introduce the presenters by giving details about their physical features and personal traits. Then all students will prepare wanted posters for each other based on the information in the fact files. The assignment will be evaluated by using rubrics. Öğretmenler Günü (24 Kasım)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				personality: Adjectives: Active, careful, clever, creative, helpful, intelligent, polite, lovely, serious, lazy, nervous, rude, pleased, stubborn, bossy, confident, clumsy, brave, generous, unhappy, worried, graceful, boring, cheerful, talented, scary. About performance: excellent, successful. Vocabulary for clothing and dressing: Nouns: A suit, a tracksuit (sweatpants and sweatshirt-AmE), a blouse, a coat, a dress, a jacket, jeans, a jumper (sweater-AmE), a skirt, a cardigan, smart, casual, a headscarf, socks, trainers, (sneakers-AmE), belt, slippers, trousers (pants-AmE). Vocabulary for clothing style: Adjectives: smart, casual. Vocabulary for describing appearance: Verbs: To look (like), to seem, to put on, to take off, to zip up/down, to fit, to match, to go with (a cloth…) *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious	model(s) provided. ENG.PREP.3.W4. Students can practise producing written content based on the current theme "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.W5. Students can engage in the process of writing related to the content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.W6. Students can reconstruct their writing about the current theme on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" to communicate effectively about it. ENG.PREP.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" in relation to themselves or others, both individually and/or with others. ENG.PREP.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.S2. Students can analyse and understand the model content related to "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" to support the production of spoken language. ENG.PREP.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.S4. Students can construct meaningful spoken content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" through efficient and meaningful practice. ENG.PREP.3.S5. Students can reconstruct the information about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" when communicating with others. ENG.PREP.3.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Simple Present Tense (Positive, Negative, and Interrogative Forms): (I go to the park at the weekend. I don't / do not go to the park at the weekend. Do you go to the park at the weekend?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Simple Present Tense (Positive, Negative, and Interrogative Forms): (I always wear my school uniform on weekdays. I don’t/ do not wear my school uniform on weekdays. Do you wear your school uniform on weekdays?) (What does s/he look like? S/He looks very nice). (What kind of person is s/he? S/He is a polite person. / What’s s/he like? S/He’s a very helpful person.) -The Present Progressive Tense (Positive, Negative, and Interrogative Forms): (What are you wearing now? I'm / am wearing a blouse, trousers and a belt. I’m not/ am not wearing a belt now. Are you wearing a belt now?) -The Simple Present Tense versus the Present Progressive Tense: (Positive, Negative, and Interrogative		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Forms): (I always wear my school uniform on weekdays but I'm / am not wearing it today because we're/are going on a picnic.) (We visit our grandparents every weekend. We're / are visiting them today because it's Grandma's birthday.) -Possessive "s": (That is Mary's house.) -Possessive Pronouns: (my, your, her, his, its, our, your, their.) -Wh- question: Whose…? (Whose blouse, is it? It's Mary's blouse.) -Question Tags for the Simple Present Tense: (Doesn't s/he? Don't you?) (You go to the school every day, don't you?) -Question tags for the Present Progressive Tense: (Isn't it? Are you? Aren't they? etc.). (It's / is a nice day, isn't it?) (You're /are wearing a uniform today, aren't you?) Functions of the Background Grammatical Structures in Use: -Use of the Simple Present Tense: Describing daily routines and habits. Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing people's appearances, personality, traits, and routines -Use of the Present Progressive Tense: Describing current appearances, situations, and temporary actions. -Use of "Wh-Questions":		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Whose? Possessive "s": Asking about ownership and relations. -Use of Question Tags: Confirming information, encouraging agreement, softening statements. Target Social Language Expressions in Use: A heart of gold! She's very down- to-Earth! He's easy to get along with! You look amazing! That colour/outfit/dress suits you well! This is just a casual look! Target Phonological Sounds in Use: Intonation of questions Vowel: e: (/e/; /i:/, /ə/, silent /e/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
11	30 Kasım – 4 Aralık	20	Theme 3: Personal Lıfe Theme 4: Famıly Lıfe	Sub-themes: "Body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for physical features: Vocabulary for body parts: Nouns: A shoulder, an elbow, a wrist, an ankle, a chest, a knee, a forehead, an eyebrow, a leg, hair, a face, an arm, eyes. Vocabulary for body weight: Nouns: Medium-weight, (body) size. Adjectives: well-built, slim. Vocabulary for body height: Adjective: Medium-height.	ENG.PREP.3.L1.Students can prepare and get ready for listening (to)/watching about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.L2. Students can bring together the information in the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.L3. Students can make sense of and derive meaning from the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" in relation to themselves or others, both individually and/or with others. ENG.PREP.3.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.3.R1. Students can prepare for reading the content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" efficiently and effectively. ENG.PREP.3.R2. Students can bring information together about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" through skimming, scanning and detailed reading. ENG.PREP.3.R3. Students can make sense of and derive meaning from the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" in relation to themselves or others, both individually and/or	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: They write and design "a fact file" for one of their classmates after conducting an interview with him/her outside the classroom in break times. They will include information about physical features and personal traits to describe the classmate in question. They will present it to the class and ask the other students to guess whose fact file it is. In the class, the students whose fact files are presented will introduce the presenters by giving details about their physical features and personal traits. Then all students will prepare wanted posters for each other based on the information in the fact files. The assignment will be evaluated by using rubrics. Assessment and Evaluation Scheme for Upper Secondary Schools

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for hair colour/shape: Adjectives: Dark, straight, bald, blonde, wavy, curly. Vocabulary for skin colour: Adjectives: Fair skinned, tan skinned, pale skinned. Vocabulary for age: Adjectives: Middle-aged, elderly. Vocabulary for physical appearance: Adjectives: attractive, enormous, weak, strong. Vocabulary for personality: Adjectives: Active, careful, clever, creative, helpful, intelligent, polite, lovely, serious, lazy, nervous, rude, pleased, stubborn, bossy, confident, clumsy, brave, generous, unhappy, worried, graceful, boring, cheerful, talented, scary. About performance: excellent, successful. Vocabulary for clothing and dressing: Nouns: A suit, a tracksuit (sweatpants and sweatshirt-AmE), a blouse, a coat, a dress, a jacket, jeans, a jumper (sweater-AmE), a skirt, a cardigan, smart, casual, a headscarf, socks, trainers, (sneakers-AmE), belt, slippers, trousers (pants-AmE). Vocabulary for clothing style: Adjectives: smart, casual. Vocabulary for describing appearance: Verbs: To look (like), to seem, to put on, to take off, to zip up/down, to fit, to match, to go with (a cloth…) *National and religious days, festivals and celebrations: 29 October	with others. ENG.PREP.3.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.3.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.3.W1. Students can prepare for writing efficiently and accurately based on the current content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.W3. Students can construct new written content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" based on their understanding of the model(s) provided. ENG.PREP.3.W4. Students can practise producing written content based on the current theme "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.W5. Students can engage in the process of writing related to the content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.W6. Students can reconstruct their writing about the current theme on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" to communicate effectively about it. ENG.PREP.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" in relation to themselves or others, both individually and/or with others. ENG.PREP.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.S2. Students can analyse and understand the model content related to "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" to support the production of spoken language. ENG.PREP.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits". ENG.PREP.3.S4. Students can construct meaningful spoken content about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" through efficient and meaningful practice. ENG.PREP.3.S5. Students can reconstruct the information about "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" when communicating with others. ENG.PREP.3.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life with body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits" in relation to themselves or others, both individually and/or with others. ENG.PREP.4.L1.Students can prepare and get ready for listening (to)/watching about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family"'. ENG.PREP.4.L2. Students can bring together the information in the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family". ENG.PREP.4.L3. Students can make sense of and derive meaning from the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family". ENG.PREP.4.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" in relation to themselves or others, both individually and/or with others.	PERFORMANCE ASSIGNMENT: Students will write and design a comprehensive project on "family members, routines of family members, hobbies of family members, relationships in the family" exploring the roles, routines, hobbies, and relationships within a family. They will describe the daily routines and hobbies of family members, highlighting the roles each person plays in maintaining relationships, supporting each other's interests, and balancing work and leisure. The project will also examine how family members interact with relatives, how they support one another's activities, and the importance of maintaining healthy relationships within the family structure. As part of the project, students will write scripts for each family role, showcasing how family members contribute to family life, share hobbies, and engage in routines. These scripts will creatively illustrate how family members support and connect with one another in their day-to-day lives. The students will reflect on the relationships that tie the family together, emphasizing the significance of communication, shared activities, and mutual support in building and maintaining strong family bonds. The assignment will be evaluated using rubrics. Dünya Engelliler Günü (3 Aralık)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Simple Present Tense (Positive, Negative, and Interrogative Forms): (I	ENG.PREP.4.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "family life with family members, routines of family members, hobbies of family members, relationships in the family" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.4.R1. Students can prepare for reading the content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" efficiently and effectively. ENG.PREP.4.R2. Students can bring information together about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" through skimming, scanning and detailed reading. ENG.PREP.4.R3. Students can make sense of and derive meaning from the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family". ENG.PREP.4.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" in relation to themselves or others, both individually and/or with others. ENG.PREP.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life with family members, routines of family members, hobbies of family members, relationships in the family" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.4.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life with family members, routines of family members, hobbies of family members, relationships in the family", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.4.W1. Students can prepare for writing efficiently and accurately based on the current content about "family life with family members, routines of family members, hobbies of family members, relationships in the family". ENG.PREP.4.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life with family members, routines of family members, hobbies of family members, relationships in the family". ENG.PREP.4.W3. Students can construct new written content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" based on their understanding of the model(s) provided. ENG.PREP.4.W4. Students can practise producing written content based on the current theme "family life with family members, routines of family members, hobbies of family members, relationships in the family". ENG.PREP.4.W5. Students can engage in the process of writing related to the content on "family life with family members, routines of family members, hobbies of family members, relationships in the family". ENG.PREP.4.W6. Students can reconstruct their writing about the current theme on "family life with family members, routines of family members, hobbies of family members, relationships in the family" to communicate effectively about it. ENG.PREP.4.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" in relation to themselves or others, both individually and/or with others. ENG.PREP.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family". ENG.PREP.4.S2. Students can analyse and understand the model content related to "family life with family members, routines of family members, hobbies of family members, relationships in the family" to support the production of spoken language. ENG.PREP.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on "family life with family members, routines of family members, hobbies of family members, relationships in the family". ENG.PREP.4.S4. Students can construct meaningful spoken content about "family life with family members, routines of family members, hobbies of family members, relationships in the family" through efficient and meaningful practice. ENG.PREP.4.S5. Students can reconstruct the information about "family life with family members, routines of family members, hobbies of family members, relationships in the family" when communicating with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				go to the park at the weekend. I don't / do not go to the park at the weekend. Do you go to the park at the weekend?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Simple Present Tense (Positive, Negative, and Interrogative Forms): (I always wear my school uniform on weekdays. I don't/ do not wear my school uniform on weekdays. Do you wear your school uniform on weekdays?) (What does s/he look like? S/He looks very nice). (What kind of person is s/he? S/He is a polite person. / What's s/he like? S/He's	ENG.PREP.4.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a very helpful person.) -The Present Progressive Tense (Positive, Negative, and Interrogative Forms): (What are you wearing now? I'm / am wearing a blouse, trousers and a belt. I'm not/ am not wearing a belt now. Are you wearing a belt now?) -The Simple Present Tense versus the Present Progressive Tense: (Positive, Negative, and Interrogative Forms): (I always wear my school uniform on weekdays but I'm / am not wearing it today because we're/are going on a picnic.) (We visit our grandparents every weekend. We're / are visiting them today because it's Grandma's birthday.) -Possessive "s": (That is Mary's house.) -Possessive Pronouns: (my, your, her, his, its, our, your, their.) -Wh- question: Whose…? (Whose blouse, is it? It's Mary's blouse.) -Question Tags for the Simple Present Tense: (Doesn't s/he? Don't you?) (You go to the school every day, don't you?) -Question tags for the Present Progressive Tense: (Isn't it? Are you? Aren't they? etc.). (It's / is a nice day, isn't it?) (You're /are wearing a uniform today, aren't you?) Functions of the Background Grammatical Structures in Use: -Use of the Simple Present Tense:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Describing daily routines and habits. Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing people's appearances, personality, traits, and routines -Use of the Present Progressive Tense: Describing current appearances, situations, and temporary actions. -Use of "Wh-Questions": Whose? Possessive "s": Asking about ownership and relations. -Use of Question Tags: Confirming information, encouraging agreement, softening statements. Target Social Language Expressions in Use: A heart of gold! She's very down- to-Earth! He's easy to get along with! You look amazing! That colour/outfit/dress suits you well! This is just a casual look! Target Phonological Sounds in Use: Intonation of questions Vowel: e: (/e/; /i:/, /ə/, silent /e/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.) Sub-themes: "Family members, routines of family members, hobbies of family members, relationships in the family" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				members: Nouns: A relative, a sibling, a nephew, a niece, a stepbrother, a stepfather, a stepsister, a stepmother, stepparents, step-siblings, in-laws, father-in-law/mother-in-law/ sister-in-law/brother-in-law. Adjectives: extended Vocabulary for the jobs of family members: Nouns: A builder, a businessman/ woman, a chemist, a cleaner, a coach, a cook, a dentist, an engineer, an explorer, a tour guide, a journalist, a manager, a mechanic, a musician, a nurse, a painter, a police officer, a receptionist, a shop assistant, a civil engineer, an actor, an actress. Vocabulary for the Job routines of family members: Verbs: To act, to build, to run a business, to direct, to test, to train, to design, to explore, to guide, to report, to manage, to take care (of), to repair/fix, to protect, to meet, to water the plants, take out the rubbish (garbage/trash-AmE), to do the laundry, to make the bed, to set the table, to fit, to match, to go with. Nouns: a routine, a task, a meeting. Vocabulary for workplaces of family members: Nouns: an office, a factory, a company. Vocabulary for the hobbies and activities of family members: Vocabulary for activities, hobbies, and places for		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				activities: Nouns: A barbecue, a trip, a cruise, a concert, a festival, a museum, a cinema (movie theater-AmE), a campsite, a tent, a gift, a bicycle, a bike, a magazine, a member, a painting, a puzzle, a quiz, a video game. Verbs: To cycle, to collect, to exercise, to join, to relax, to take photos, to travel, to visit, to sunbathe, to exchange. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme: In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -Can: (My grandmother can cook amazing meals.) -The Simple Present Tense: (We have dinner together every evening.) -The Present Progressive Tense: (My brother is watching TV in the living room.) -Question Tags (Simple Present and Present Progressive): (They go to the beach every Sunday, don't they?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Simple Future Tense (Positive, Negative, and Interrogative Forms): (I think my aunt will visit us tomorrow. I think my aunt won't / will not visit me tomorrow. Will your aunt visit you tomorrow?) -The Simple Present Tense for the Future (Positive, Negative, and Interrogative Forms): (Our family meeting starts at 7 p.m. every Sunday. Our family meeting doesn't / does not start at 7 p.m. every Saturday. Does your family meeting start at 7 p.m. every Sunday?) -Be Going to Future Tense (Positive, Negative, and Interrogative Forms): (We're / are going to visit my grandparents next weekend. We're not / are not going to visit my grandparents next weekend. Are you going to visit your grandparents next weekend?) -The Present Progressive Tense for the Future (Positive, Negative, and Interrogative Forms): (We're / are having a family dinner on Friday night. We're not / are not having a family dinner on Friday night. Are you having a family dinner on Friday night?) Functions of the Background		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Structures in Use: -Use of "Can": Describing ability -Use of the Simple Present Tense: Describing daily routines, job routines, work tasks, and hobbies of family members. -Use of the Present Progressive Tense: Describing what family members are doing at home and at work now. Functions of the Target Grammatical Structures in Use: -Use of the Simple Future Tense: Making predictions, expressing plans or intention, asking about future actions. -Use of the Simple Present Tense for the Future: Talking about scheduled or timetabled events in the future. -Use of "Be Going to Future" Tense: Describing planned actions or making predictions based on evidence. -Use of the Present Progressive Tense for the Future: Describing arranged future activities and routines. Target Social Language Expressions in Use: My Granddad is the heart of the family. We always catch up with our relatives during the holidays! My sister is into music. I'm super close to my mum/dad/sister/brother etc. My mum is a bookworm. Target Phonological Sounds in Use: Consonants: f: (/f/); g: (/g/, /d /)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
12	7–11 Aralık	20	Theme 4: Famıly Lıfe	Sub-themes: “Family members, routines of family members, hobbies of family members, relationships in the family” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family members: Nouns: A relative, a sibling, a nephew, a niece, a stepbrother, a stepfather, a stepsister, a stepmother, stepparents, step-siblings, in-laws, father-in-law/mother-in-law/ sister-in-law/brother-in-law. Adjectives: extended Vocabulary for the jobs of family members: Nouns: A builder, a businessman/ woman, a chemist, a cleaner, a coach, a cook, a dentist, an engineer, an explorer, a tour guide, a journalist, a manager, a mechanic, a musician, a nurse, a painter, a police officer, a receptionist, a shop assistant, a civil engineer, an actor, an actress. Vocabulary for the Job routines of family members: Verbs: To act, to build, to run a business, to direct, to test, to train, to design, to explore, to guide, to report, to manage, to take care (of), to repair/fix, to protect, to meet, to water the plants, take out the rubbish (garbage/trash-	ENG.PREP.4.L1.Students can prepare and get ready for listening (to)/watching about the current content on “family life with family members, routines of family members, hobbies of family members, relationships in the family”. ENG.PREP.4.L2. Students can bring together the information in the current content on “family life with family members, routines of family members, hobbies of family members, relationships in the family”. ENG.PREP.4.L3. Students can make sense of and derive meaning from the current content on “family life with family members, routines of family members, hobbies of family members, relationships in the family”. ENG.PREP.4.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “family life with family members, routines of family members, hobbies of family members, relationships in the family” in relation to themselves or others, both individually and/or with others. ENG.PREP.4.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “family life with family members, routines of family members, hobbies of family members, relationships in the family” to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.4.R1. Students can prepare for reading the content on “family life with family members, routines of family members, hobbies of family members, relationships in the family” efficiently and effectively. ENG.PREP.4.R2. Students can bring information together about the current content on “family life with family members, routines of family members, hobbies of family members, relationships in the family” through skimming, scanning and detailed reading. ENG.PREP.4.R3. Students can make sense of and derive meaning from the current content on “family life with family members, routines of family members, hobbies of family members, relationships in the family”. ENG.PREP.4.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “family life with family members, routines of family members, hobbies of family members, relationships in the family” in relation to themselves or others, both individually and/or with others. ENG.PREP.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life with family members, routines of family members, hobbies of family members, relationships in the family” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.4.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “family life with family members, routines of family members, hobbies of family members, relationships in the family”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.4.W1. Students can prepare for writing efficiently and accurately based on the current content about “family life with family members, routines of family members, hobbies of family members, relationships in the family”. ENG.PREP.4.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “family life with family members, routines of family members, hobbies of family members, relationships in the family”. ENG.PREP.4.W3. Students can construct new written content on “family life with family members, routines of family members, hobbies of family members, relationships in the family” based on their understanding of the model(s) provided. ENG.PREP.4.W4. Students can practise producing written content based on the current theme “family life with family members, routines of family members, hobbies of family members, relationships in the family”. ENG.PREP.4.W5. Students can engage in the process of writing related to the content on “family life with family members, routines of family members, hobbies of family members, relationships in the family”. ENG.PREP.4.W6. Students can reconstruct their writing about the current theme on “family life with family members, routines of family members, hobbies of family members, relationships in the family” to communicate effectively about it. ENG.PREP.4.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will write and design a comprehensive project on "family members, routines of family members, hobbies of family members, relationships in the family" exploring the roles, routines, hobbies, and relationships within a family. They will describe the daily routines and hobbies of family members, highlighting the roles each person plays in maintaining relationships, supporting each other’s interests, and balancing work and leisure. The project will also examine how family members interact with relatives, how they support one another’s activities, and the importance of maintaining healthy relationships within the family structure. As part of the project, students will write scripts for each family role, showcasing how family members contribute to family life, share hobbies, and engage in routines. These scripts will creatively illustrate how family members support and connect with one another in their day-to-day lives. The students will reflect on the relationships that tie the family together, emphasizing the significance of communication, shared activities, and mutual support in building and maintaining strong family bonds. The assignment will be evaluated using rubrics.

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				AmE), to do the laundry, to make the bed, to set the table, to fit, to match, to go with. Nouns: a routine, a task, a meeting. Vocabulary for workplaces of family members: Nouns: an office, a factory, a company. Vocabulary for the hobbies and activities of family members: Vocabulary for activities, hobbies, and places for activities: Nouns: A barbecue, a trip, a cruise, a concert, a festival, a museum, a cinema (movie theater-AmE), a campsite, a tent, a gift, a bicycle, a bike, a magazine, a member, a painting, a puzzle, a quiz, a video game. Verbs: To cycle, to collect, to exercise, to join, to relax, to take photos, to travel, to visit, to sunbathe, to exchange. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all	process about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" in relation to themselves or others, both individually and/or with others. ENG.PREP.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family". ENG.PREP.4.S2. Students can analyse and understand the model content related to "family life with family members, routines of family members, hobbies of family members, relationships in the family" to support the production of spoken language. ENG.PREP.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on "family life with family members, routines of family members, hobbies of family members, relationships in the family". ENG.PREP.4.S4. Students can construct meaningful spoken content about "family life with family members, routines of family members, hobbies of family members, relationships in the family" through efficient and meaningful practice. ENG.PREP.4.S5. Students can reconstruct the information about "family life with family members, routines of family members, hobbies of family members, relationships in the family" when communicating with others. ENG.PREP.4.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life with family members, routines of family members, hobbies of family members, relationships in the family" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme: In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -Can: (My grandmother can cook amazing meals.) -The Simple Present Tense: (We have dinner together every evening.) -The Present Progressive Tense: (My brother is watching TV in the living room.) -Question Tags (Simple Present and Present Progressive): (They go to the beach every Sunday, don't they?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Simple Future Tense (Positive, Negative, and Interrogative Forms): (I think my aunt will visit us tomorrow. I think my aunt won't / will not visit me tomorrow. Will your aunt visit you tomorrow?) -The Simple Present Tense for the Future (Positive, Negative, and Interrogative Forms): (Our family meeting starts at 7 p.m. every Sunday. Our family meeting doesn't / does not start at 7 p.m. every Saturday. Does your family meeting start at 7 p.m. every Sunday?) -Be Going to Future Tense (Positive, Negative, and Interrogative Forms): (We're / are going to visit my grandparents next weekend. We're not / are not going to visit my grandparents next weekend. Are you going		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				to visit your grandparents next weekend?) -The Present Progressive Tense for the Future (Positive, Negative, and Interrogative Forms): (We're / are having a family dinner on Friday night. We're not / are not having a family dinner on Friday night. Are you having a family dinner on Friday night?) Functions of the Background Grammatical Structures in Use: -Use of "Can": Describing ability -Use of the Simple Present Tense: Describing daily routines, job routines, work tasks, and hobbies of family members. -Use of the Present Progressive Tense: Describing what family members are doing at home and at work now. Functions of the Target Grammatical Structures in Use: -Use of the Simple Future Tense: Making predictions, expressing plans or intention, asking about future actions. -Use of the Simple Present Tense for the Future: Talking about scheduled or timetabled events in the future. -Use of "Be Going to Future" Tense: Describing planned actions or making predictions based on evidence. -Use of the Present Progressive Tense for the Future: Describing arranged future activities and routines.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Social Language Expressions in Use: My Granddad is the heart of the family. We always catch up with our relatives during the holidays! My sister is into music. I'm super close to my mum/dad/sister/brother etc. My mum is a bookworm. Target Phonological Sounds in Use: Consonants: f: (/f/); g: (/g/, /d /) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
13	14–18 Aralık	20	Theme 5: Lıfe In The Neıghbourhood And Cıty	Sub-themes: "Attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for attractions in the neighbourhood and city: Nouns: A bridge, a castle, a gallery, a hill, a monument, a square, a shop (store-AmE), a tower, an ancient/ historical site, an exhibition, an ancient/ historical site, a natural site, a shore, a protected area. Adjectives: Foreign, amazing, exciting, local, relaxing, affordable, geological. Verbs: To discover, to explore, to relax. Vocabulary for services in the neighbourhood and city: Nouns: A car park (parking lot-AmE), a delivery service, a	ENG.PREP.5.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.L2. Students can bring together the information in the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.L3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. ENG.PREP.5.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.5.R1. Students can prepare for reading the content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" efficiently and effectively. ENG.PREP.5.R2. Students can bring information together about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" through skimming, scanning and detailed reading. ENG.PREP.5.R3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. ENG.PREP.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" after	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will create a comprehensive project about the attractions, recreational places, services, and transport in their neighbourhood and city. The project will include identifying key attractions such as parks, historical sites, museums, or shopping areas, and describing how these places contribute to the lifestyle of the community. Additionally, students will explore the essential services in their area, such as schools, hospitals, libraries, and community centres, and explain their significance in meeting the needs of residents. Transportation will also be a focus, with students checking the available options, including public transport, walking and cycling routes, and road networks, and discussing simply and talking about them. Students will design a visual presentation to accompany their project, such as a map or infographic, highlighting the locations of attractions, services, and transportation routes. They are encouraged to add photos, drawings, or symbols to make their work more engaging. Alongside the visual

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				shopping centre (department store) (a shopping mall-AmE), a fire station (fire department-AmE), a government office, a launderette (laundry-AmE), a water supply, a bakery, a crafts shop (craft store-AmE), a government office, a campsite, an advertisement (commercial-AmE), a crime, an event, rubbish (garbage/trash-AmE), safety, a pedestrian crossing/a zebra crossing) crosswalk-AmE), the Tube (London Underground) underground (subway-AmE), a ship, a harbour, a pedestrian, a roundabout, a square. Verbs: To access, to book, to deliver, to collect, to cost, to share. Adjectives: Available, limited, noisy. Vocabulary for transportation in the neighbourhood and city: Nouns: An accident, a boat, a bus, a ferry. Prepositional phrases for transportation: On foot, by train/metro. Verbs: To cross, to pass, to return. Adjectives: Comfortable, crowded. Vocabulary for locations and directions: Prepositions: Behind, beside, near, next to, between, across, through, along, around, centre, inside, outside, narrow, close, far. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of	recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.5.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.5.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.W3. Students can construct new written content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" based on their understanding of the model(s) provided. ENG.PREP.5.W4. Students can practise producing written content based on the current theme "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.W5. Students can engage in the process of writing related to the content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.W6. Students can reconstruct their writing about the current theme on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" to communicate effectively about it. ENG.PREP.5.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. ENG.PREP.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.S2. Students can analyse and understand the model content related to "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" to support the production of spoken language. ENG.PREP.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.S4. Students can construct meaningful spoken content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" through efficient and meaningful practice. ENG.PREP.5.S5. Students can reconstruct the information about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" when communicating with others. ENG.PREP.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others.	component, students will simply write a reflection on how these aspects contribute to making their neighbourhood and city liveable, discussing any challenges they observe, such as traffic or limited services, and proposing solutions for improvement. Finally, students will present their projects to the class, using their visuals to support a clear and engaging explanation. The assignment will be evaluated by using rubrics and a marking scheme.

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				Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -Wh- questions: "why, where": (Where did you go last weekend?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures"		

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				in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: - The Simple Past Tense with Verb "To be (was/ were) (Positive, Negative, and Interrogative Forms): (She was at school yesterday. She wasn't at school yesterday. Was she at school yesterday?) (They were at school last Monday. They weren't / were not at school last Monday. Were they at school last Monday?) -The Simple Past Tense with Regular and Irregular Verbs (Affirmative, Negative, and Interrogative): (I met my old friend at school yesterday. I didn't / did not meet my friends at school yesterday. Did you meet your friends at school yesterday?) (We played football at school		

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				yesterday. We didn't / did not play football at school yesterday.) -Comparative Adjectives: (The park is quieter than the main square. The museum is more interesting than the shopping centre.) -Conjunction "When": (I met with my best friend when I was at school.) -Question Tags with the Simple Past Tense": (Did you, didn't you, were you, weren't you, was she, wasn't she) (They didn't leave early, did they?) -Gerunds and Infinitives" "-ing, to verb": (She plans to go shopping.) (I like going shopping with my friends.) -Prepositions of Place and Time: behind, among, beside, near, next to, between, across, into, through, onto, along, around, back, centre, inside, outside, wide, narrow, far, close. -Prepositional phrases such as "on foot" etc. Functions of the Background Grammatical Structures in Use: -Use of -Wh- questions: "why, where": Asking for reasons, places, or further information. Functions of the Target Grammatical Structures in Use: -Use of the Simple Past Tense with – to be (was/ were): Describing where someone was or how someone felt in the past (past states). -Use of the Simple Past Tense with Regular and Irregular Verbs: Talking about actions or events that happened and finished in		

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				the past. -Use of Comparative Adjectives: Comparing differences between two people, places, things, or ideas and showing how one thing differs from another in terms of a quality or characteristic. Target Social Language Expressions in Use: We're on the go! Mind the gap! A smooth ride! We're in good hands! It's a stone's throw away! Let's hit the town! That's just around the corner! Target Phonological Sounds in Use: Intonation of question tags (past). Vowel: i (/aɪ/, /ɪ/, /iː/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
14	21–25 Aralık	20	Theme 5: Lıfe In The Neıghbourhood And Cıty Theme 6: Lıfe In The World	Sub-themes: "Attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for attractions in the neighbourhood and city: Nouns: A bridge, a castle, a gallery, a hill, a monument, a square, a shop (store-AmE), a tower, an ancient/ historical site, an exhibition, an ancient/ historical site, a natural site, a shore, a protected area. Adjectives: Foreign, amazing, exciting, local, relaxing, affordable, geological. Verbs: To	ENG.PREP.5.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.L2. Students can bring together the information in the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.L3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. ENG.PREP.5.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.5.R1. Students can prepare for reading the content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" efficiently and effectively. ENG.PREP.5.R2. Students can bring information together about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" through skimming, scanning and detailed reading. ENG.PREP.5.R3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will create a comprehensive project about the attractions, recreational places, services, and transport in their neighbourhood and city. The project will include identifying key attractions such as parks, historical sites, museums, or shopping areas, and describing how these places contribute to the lifestyle of the community. Additionally, students will explore the essential services in their area, such as schools, hospitals, libraries, and community centres, and explain their significance in meeting the needs of residents. Transportation will also be a focus, with students checking the available options, including public transport, walking and cycling routes, and road networks, and discussing simply and talking about them. Students will design a visual

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				discover, to explore, to relax. Vocabulary for services in the neighbourhood and city: Nouns: A car park (parking lot-AmE), a delivery service, a shopping centre (department store) (a shopping mall-AmE), a fire station (fire department-AmE), a government office, a launderette (laundry-AmE), a water supply, a bakery, a crafts shop (craft store-AmE), a government office, a campsite, an advertisement (commercial-AmE), a crime, an event, rubbish (garbage/trash-AmE), safety, a pedestrian crossing/a zebra crossing) crosswalk-AmE), the Tube (London Underground) underground (subway-AmE), a ship, a harbour, a pedestrian, a roundabout, a square. Verbs: To access, to book, to deliver, to collect, to cost, to share. Adjectives: Available, limited, noisy. Vocabulary for transportation in the neighbourhood and city: Nouns: An accident, a boat, a bus, a ferry. Prepositional phrases for transportation: On foot, by train/metro. Verbs: To cross, to pass, to return. Adjectives: Comfortable, crowded. Vocabulary for locations and directions: Prepositions: Behind, beside, near, next to, between, across, through, along, around, centre, inside, outside,	neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. ENG.PREP.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.5.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.5.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.W3. Students can construct new written content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" based on their understanding of the model(s) provided. ENG.PREP.5.W4. Students can practise producing written content based on the current theme "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.W5. Students can engage in the process of writing related to the content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.W6. Students can reconstruct their writing about the current theme on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" to communicate effectively about it. ENG.PREP.5.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. ENG.PREP.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.S2. Students can analyse and understand the model content related to "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" to support the production of spoken language. ENG.PREP.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city". ENG.PREP.5.S4. Students can construct meaningful spoken content about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" through efficient and meaningful practice. ENG.PREP.5.S5. Students can reconstruct the information about "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" when communicating with others. ENG.PREP.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the neighbourhood and city with attractions and recreational places in the neighbourhood and city, services in the neighbourhood and city, transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others.	presentation to accompany their project, such as a map or infographic, highlighting the locations of attractions, services, and transportation routes. They are encouraged to add photos, drawings, or symbols to make their work more engaging. Alongside the visual component, students will simply write a reflection on how these aspects contribute to making their neighbourhood and city liveable, discussing any challenges they observe, such as traffic or limited services, and proposing solutions for improvement. Finally, students will present their projects to the class, using their visuals to support a clear and engaging explanation. The assignment will be evaluated by using rubrics and a marking scheme. Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design and write a project about a simple global culinary adventure. In this project, they will pile up a booklet about culinary adventures to explore continents, countries, and food cultures of various regions. They will describe personal food preferences and shopping experiences for specific dietary needs (e.g., vegetarian, gluten-free). Students will create roles based on different countries and act out a shopping experience where they learn about and purchase traditional food from various cultures around the world. The assignment will be evaluated using rubrics.

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				narrow, close, far. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use:	ENG.PREP.6.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.L2. Students can bring together the information in the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.L3. Students can make sense of and derive meaning from the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. ENG.PREP.6.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.6.R1. Students can prepare for reading the content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" efficiently and effectively. ENG.PREP.6.R2. Students can bring information together about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" through skimming, scanning and detailed reading. ENG.PREP.6.R3. Students can make sense of and derive meaning from the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. ENG.PREP.6.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.6.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.6.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.W3. Students can construct new written content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" based on their understanding of the model(s) provided. ENG.PREP.6.W4. Students can practise producing written content based on the current theme "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.W5. Students can engage in the process of writing related to the content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.W6. Students can reconstruct their writing about the current theme on "life in the world with continents,	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Wh- questions: "why, where": (Where did you go last weekend?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: - The Simple Past Tense with Verb "To be (was/ were) (Positive, Negative, and Interrogative Forms): (She was at school yesterday. She wasn't at school yesterday. Was she at school yesterday?) (They were at school last Monday. They weren't / were not at school last Monday. Were they at school last Monday?) -The Simple Past Tense with Regular and Irregular Verbs (Affirmative, Negative,	countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" to communicate effectively about it. ENG.PREP.6.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. ENG.PREP.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.S2. Students can analyse and understand the model content related to "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" to support the production of spoken language. ENG.PREP.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.S4. Students can construct meaningful spoken content about "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" through efficient and meaningful practice. ENG.PREP.6.S5. Students can reconstruct the information about "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" when communicating with others. ENG.PREP.6.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				and Interrogative): (I met my old friend at school yesterday. I didn't / did not meet my friends at school yesterday. Did you meet your friends at school yesterday?) (We played football at school yesterday. We didn't / did not play football at school yesterday.) -Comparative Adjectives: (The park is quieter than the main square. The museum is more interesting than the shopping centre.) -Conjunction "When": (I met with my best friend when I was at school.) -Question Tags with the Simple Past Tense": (Did you, didn't you, were you, weren't you, was she, wasn't she) (They didn't leave early, did they?) -Gerunds and Infinitives" "-ing, to verb": (She plans to go shopping.) (I like going shopping with my friends.) -Prepositions of Place and Time: behind, among, beside, near, next to, between, across, into, through, onto, along, around, back, centre, inside, outside, wide, narrow, far, close. -Prepositional phrases such as "on foot" etc. Functions of the Background Grammatical Structures in Use: -Use of -Wh- questions: "why, where": Asking for reasons, places, or further information. Functions of the Target Grammatical Structures in Use: -Use of the Simple Past Tense with – to be (was/ were): Describing where someone was or how		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				someone felt in the past (past states). -Use of the Simple Past Tense with Regular and Irregular Verbs: Talking about actions or events that happened and finished in the past. -Use of Comparative Adjectives: Comparing differences between two people, places, things, or ideas and showing how one thing differs from another in terms of a quality or characteristic. Target Social Language Expressions in Use: We're on the go! Mind the gap! A smooth ride! We're in good hands! It's a stone's throw away! Let's hit the town! That's just around the corner! Target Phonological Sounds in Use: Intonation of question tags (past). Vowel: i (/aɪ/, /ɪ/, /i:/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.) Sub-themes: "Continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia, Oceans: (The Pacific, Atlantic, Arctic, Indian and Southern Oceans)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Verbs: To be surrounded. Vocabulary for countries and nationalities: Countries: Türkiye, United Kingdom-UK (England, Northern Ireland, Scotland, Wales), Great Briain-GB (informal) (England, Scotland, Wales), Belgium, Croatia, Czech Republic/Czechia, Denmark, Finland, France, Germany, Greece, Bulgaria, Hungary, Italy, the Netherlands, Poland, Portugal, Spain, Sweden, Switzerland, China, Japan, Russia, India, the Turkish Republic of Northern Cyprus. Nationalities: Turkish, English, Irish, Scottish, Welsh, Belgian, Croatian, Czech, Danish, Finnish, French, German, Greek, Bulgarian, Hungarian, Italian, Dutch, Polish, Portuguese, Spanish, Swedish, Swiss, Chinese, Japanese, Russian, Indian, Turkish Cypriot. Vocabulary for shopping for personal food preferences: Vocabulary for food types: Adjectives: Gluten-free, dairy-free, sugar-free, halal, homemade, spicy, sweet, salty, bitter, sour, delicious, grilled, boiled. Nouns: Fast food, a traditional dish, a main course, a side dish, a dessert. Verbs: To buy, to order, to pay (in cash/ by credit-debit card), to ask (for). Vocabulary for people according to food preferences: Nouns: A vegan, a vegetarian. Vocabulary for places,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				items, and people about food: Nouns: A supermarket, a shop (store-AmE), a shelf, a trolley-Cart-AmE), a cashier, a receipt, a discount, a price, a sale, a snack. Vocabulary for healthy food: Nouns: Vegetables (beans, a carrot, garlic, a mushroom, an onion), fruit (grapes). Vocabulary for unhealthy Food: Nouns: A burger, a biscuit (cookie-AmE), cereal, chips (French fries-AmE), fried food. Vocabulary for food and food culture from different parts of the world: Nouns: Pizza, pasta, sushi, croissant, chopsticks, falafel, sandwich, steak, fish and chips, kebab, rice. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -Comparative Adjectives: (This curry is spicier than the one last week.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: - The Present Perfect Tense: (Positive, Negative, and Interrogative Forms): (They've / have eaten all the food since yesterday evening. They haven't / have not eaten all the food yesterday. (Have they eaten all the food yesterday?) -Question Tags with the Present Perfect Tense: (You have finished your food, haven't you?) With How Long? Since, For, Already, Just, Ever, Never): How Long?: (How long have you shopped for traditional dishes?) Since: (She has lived in Italy since 2020 and she loves Italian pasta.) For: (I have been a vegetarian for three years.) Already: (They have already tried kebab in Türkiye.) Just: (We have just bought some fresh vegetables from the supermarket.) Ever: (Have you ever tasted falafel from the Middle East?) Never: (I have never eaten spicy Japanese food before.) -Superlative Adjectives (Regular and irregular adjectives) Regular: (Italy has the most delicious pasta dishes in the world.) Irregular: (This is the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				best croissant I've ever eaten!) -Countable and Uncountable Nouns: Countable nouns (for food): (There are many baklavas in the shop window.) Uncountable nouns (for food): (There is some rice in the pot.) -Quantifiers: Some, any, much, many, a lot of, none, no, few, a few, little, a little Little: (There is little rice left in the bag; we need to buy more.) A Little: (I added a little garlic to the soup for extra flavour.) Functions of the Background Grammatical Structures in Use: -Use of Comparative Adjectives: Comparing differences between two people, places, things, or ideas and showing how one thing differs from another in terms of a quality or characteristic. Functions of the Target Grammatical Structures in Use: -Use of the Present Perfect Tense (With How Long? Since, For, Already, Just, Ever, Never): Describing actions or events that have a connection to the present; expressing duration, completion, or experience. -Use of "Question Tags" with the Present Perfect Tense: Confirming information or seeking agreement about actions or events that have a connection to the present. -Use of Superlative Adjectives (Regular and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Irregular Adjectives): Comparing more than two items or people to highlight the highest degree of a quality. -Use of Countable and Uncountable Nouns: Differentiating between items that can be individually counted and those that cannot; describing quantities and making appropriate agreements with verbs and quantifiers. -Use of Quantifiers: Some, any, much, many, a lot of, none, no, few, a few, little, a little: Describing and specifying amounts or quantities of countable and uncountable nouns in various contexts. Target Social Language Expressions in Use: The four corners of the world! East meets West! Shop till you drop! You are what you eat! We're cooking up a storm! Target Phonological Sounds in Use: Consonants: j, k j: (/d e /d /)k: (/k/), silent /k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
15	28 Aralık – 1 Ocak	20	Evaluatıon			
16	4–8 Ocak	20	Theme 6: Lıfe In The World	Sub-themes: "Continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" Target Vocabulary in Use	ENG.PREP.6.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.L2. Students can bring together the information in the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.L3. Students can make sense of and derive meaning from the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world".	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design and write a project about a simple global culinary adventure. In this project, they will pile up a booklet about culinary adventures to explore continents,

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(with revisional vocabulary): Vocabulary for continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia, Oceans: (The Pacific, Atlantic, Arctic, Indian and Southern Oceans) Verbs: To be surrounded. Vocabulary for countries and nationalities: Countries: Türkiye, United Kingdom-UK (England, Northern Ireland, Scotland, Wales), Great Briain-GB (informal) (England, Scotland, Wales), Belgium, Croatia, Czech Republic/Czechia, Denmark, Finland, France, Germany, Greece, Bulgaria, Hungary, Italy, the Netherlands, Poland, Portugal, Spain, Sweden, Switzerland, China, Japan, Russia, India, the Turkish Republic of Northern Cyprus. Nationalities: Turkish, English, Irish, Scottish, Welsh, Belgian, Croatian, Czech, Danish, Finnish, French, German, Greek, Bulgarian, Hungarian, Italian, Dutch, Polish, Portuguese, Spanish, Swedish, Swiss, Chinese, Japanese, Russian, Indian, Turkish Cypriot. Vocabulary for shopping for personal food preferences: Vocabulary for food types: Adjectives: Gluten-free, dairy-free, sugar-free, halal, homemade, spicy, sweet, salty, bitter, sour, delicious, grilled, boiled. Nouns: Fast food, a traditional dish, a main course, a side dish, a	ENG.PREP.6.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world” in relation to themselves or others, both individually and/or with others. ENG.PREP.6.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world” to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.6.R1. Students can prepare for reading the content on “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world” efficiently and effectively. ENG.PREP.6.R2. Students can bring information together about the current content on “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world” through skimming, scanning and detailed reading. ENG.PREP.6.R3. Students can make sense of and derive meaning from the current content on “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world”. ENG.PREP.6.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world” in relation to themselves or others, both individually and/or with others. ENG.PREP.6.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.6.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.6.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world”. ENG.PREP.6.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world”. ENG.PREP.6.W3. Students can construct new written content on “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world” based on their understanding of the model(s) provided. ENG.PREP.6.W4. Students can practise producing written content based on the current theme “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world”. ENG.PREP.6.W5. Students can engage in the process of writing related to the content on “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world”. ENG.PREP.6.W6. Students can reconstruct their writing about the current theme on “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world” to communicate effectively about it. ENG.PREP.6.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world” in relation to themselves or others, both individually and/or with others. ENG.PREP.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different	countries, and food cultures of various regions. They will describe personal food preferences and shopping experiences for specific dietary needs (e.g., vegetarian, gluten-free). Students will create roles based on different countries and act out a shopping experience where they learn about and purchase traditional food from various cultures around the world. The assignment will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				dessert. Verbs: To buy, to order, to pay (in cash/ by credit-debit card), to ask (for). Vocabulary for people according to food preferences: Nouns: A vegan, a vegetarian. Vocabulary for places, items, and people about food: Nouns: A supermarket, a shop (store-AmE), a shelf, a trolley-Cart-AmE), a cashier, a receipt, a discount, a price, a sale, a snack. Vocabulary for healthy food: Nouns: Vegetables (beans, a carrot, garlic, a mushroom, an onion), fruit (grapes). Vocabulary for unhealthy Food: Nouns: A burger, a biscuit (cookie-AmE), cereal, chips (French fries-AmE), fried food. Vocabulary for food and food culture from different parts of the world: Nouns: Pizza, pasta, sushi, croissant, chopsticks, falafel, sandwich, steak, fish and chips, kebab, rice. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and	parts of the world". ENG.PREP.6.S2. Students can analyse and understand the model content related to "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" to support the production of spoken language. ENG.PREP.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world". ENG.PREP.6.S4. Students can construct meaningful spoken content about "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" through efficient and meaningful practice. ENG.PREP.6.S5. Students can reconstruct the information about "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" when communicating with others. ENG.PREP.6.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the world with continents, countries and nationalities, shopping for personal food preference, food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -Comparative Adjectives: (This curry is spicier than the one last week.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: - The Present Perfect Tense: (Positive, Negative, and Interrogative Forms): (They've / have eaten all the food since yesterday evening. They haven't / have not eaten all the food yesterday. (Have they eaten all the food yesterday?) -Question Tags with the Present Perfect Tense: (You have finished your food, haven't you?) With How Long? Since, For, Already, Just, Ever, Never): How Long?: (How long have you shopped for traditional dishes?) Since: (She has lived in Italy since 2020 and she loves Italian pasta.) For: (I have been a vegetarian for three years.) Already: (They have already tried kebab in Türkiye.) Just: (We have just bought some fresh vegetables from the supermarket.) Ever: (Have you ever tasted falafel from the Middle East?)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Never: (I have never eaten spicy Japanese food before.) -Superlative Adjectives (Regular and irregular adjectives) Regular: (Italy has the most delicious pasta dishes in the world.) Irregular: (This is the best croissant I've ever eaten!) -Countable and Uncountable Nouns: Countable nouns (for food): (There are many baklavas in the shop window.) Uncountable nouns (for food): (There is some rice in the pot.) -Quantifiers: Some, any, much, many, a lot of, none, no, few, a few, little, a little Little: (There is little rice left in the bag; we need to buy more.) A Little: (I added a little garlic to the soup for extra flavour.) Functions of the Background Grammatical Structures in Use: -Use of Comparative Adjectives: Comparing differences between two people, places, things, or ideas and showing how one thing differs from another in terms of a quality or characteristic. Functions of the Target Grammatical Structures in Use: -Use of the Present Perfect Tense (With How Long? Since, For, Already, Just, Ever, Never): Describing actions or events that have a connection to the present; expressing duration, completion, or experience.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of "Question Tags" with the Present Perfect Tense: Confirming information or seeking agreement about actions or events that have a connection to the present. -Use of Superlative Adjectives (Regular and Irregular Adjectives): Comparing more than two items or people to highlight the highest degree of a quality. -Use of Countable and Uncountable Nouns: Differentiating between items that can be individually counted and those that cannot; describing quantities and making appropriate agreements with verbs and quantifiers. -Use of Quantifiers: Some, any, much, many, a lot of, none, no, few, a few, little, a little: Describing and specifying amounts or quantities of countable and uncountable nouns in various contexts. Target Social Language Expressions in Use: The four corners of the world! East meets West! Shop till you drop! You are what you eat! We’re cooking up a storm! Target Phonological Sounds in Use: Consonants: j, k j: (/d e /d /)k: (/k/), silent /k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
17	11–15 Ocak	20	Theme 7: Lıfe In Nature	Sub-themes: "Daily activities in nature,	ENG.PREP.7.L1.Students can prepare and get ready for listening (to)/watching about the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”.	Assessment and Evaluation Scheme for Upper Secondary Schools

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				extreme weather conditions and adventures in nature" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for nature: Nouns: A field, a mountain, a hill, a valley, a forest, a jungle, a river, a lake, the sea, an ocean, a beach, an island, a cave, a tree, a plant, a leaf, a rock, sand, soil, grass. Vocabulary for daily activities and nature: Nouns: Gardening, growing vegetables, taking a walk, having a picnic, mowing the lawn/ cutting the grass, riding a horse/ a bike, enjoying the view, planting a tree, watering the plants. Verbs: To grow, to plant, to water, to gather, to pick, to take care (of), to protect, to save, to recycle, to feed, to collect. Vocabulary for activities in nature: Verbs: To go fishing, to swim, to explore, to rest, to ride a bike/to cycle. Vocabulary for extreme weather conditions: Nouns: A thunderstorm, lightning, a storm (hurricane, AmE), the temperature. Adjectives: Dangerous, severe, stormy. Vocabulary for adventures in nature: Nouns: Camping, climbing, snowboarding, surfing, diving, canoeing, mountain biking. Equipment for adventures: A tent, a backpack, a map. Adjectives: Exciting, peaceful, dangerous, amazing, adventurous.	ENG.PREP.7.L2. Students can bring together the information in the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.L3. Students can make sense of and derive meaning from the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” in relation to themselves or others, both individually and/or with others. ENG.PREP.7.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.7.R1. Students can prepare for reading the content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” efficiently and effectively. ENG.PREP.7.R2. Students can bring information together about the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” through skimming, scanning and detailed reading. ENG.PREP.7.R3. Students can make sense of and derive meaning from the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” in relation to themselves or others, both individually and/or with others. ENG.PREP.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.7.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.W3. Students can construct new written content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” based on their understanding of the model(s) provided. ENG.PREP.7.W4. Students can practise producing written content based on the current theme “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.W5. Students can engage in the process of writing related to the content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.W6. Students can reconstruct their writing about the current theme on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” to communicate effectively about it. ENG.PREP.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” in relation to themselves or others, both individually and/or with others. ENG.PREP.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature". ENG.PREP.7.S2. Students can analyse and understand the model content related to “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” to support the production of spoken language. ENG.PREP.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature". ENG.PREP.7.S4. Students can construct meaningful spoken content about “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” through efficient and meaningful practice. ENG.PREP.7.S5. Students can reconstruct the information about “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” when communicating with others.	PERFORMANCE ASSIGNMENT: Students will design and write a project based on their experiences and imagination of daily activities in nature, extreme weather conditions, and adventures in nature. They will describe the roles people play in different outdoor activities, how weather conditions influence those activities, and the necessary preparations for adventures in nature. Students will write scripts for each role and act out different scenarios involving nature-based activities like hiking, camping, or experiencing extreme weather conditions. The assignment will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social cultural,and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Simple Past Tense	ENG.PREP.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				with Regular and Irregular Verbs (Positive, Negative, and Interrogative Forms): (We explored the forest yesterday and found a beautiful waterfall. We explored the forest yesterday but we didn't/ did not find anything. Did you find anything when you explored the forest yesterday?) -WH-questions: (Why): (Why did they climb up those dangerous mountains yesterday? *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Past Progressive Tense: (Positive, Negative, and Interrogative Forms): (They were hiking up the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				mountain when the lightning struck. They weren't / were not hiking up the mountain when the lightning struck because the weather was too dangerous. Were they hiking up the mountain when the lightning struck?) -The Past Progressive versus The Simple Past Tense (Positive, Negative, and Interrogative Forms): (While we were having a picnic by the river, a sudden rainstorm began.) (He wasn't watering the plants when the wind knocked over the pots.) (What were you doing when the temperature dropped suddenly?) -Modal "Could" for Ability in the Past: (Positive, Negative, and Interrogative Forms): (He could climb the steep hill with ease during the hiking trip. He couldn't / could not climb the steep hill with ease during the hiking trip. Could he climb the steep hill with ease during the hiking trip?) -Modal "Should" for Advice: (Positive, Negative, and Interrogative Forms): (You should wear a helmet while mountain biking on rough terrain. You shouldn't /should not wear a helmet while mountain biking on rough terrain. Should she wear a helmet while mountain biking on rough terrain?) Functions of the Background Grammatical Structures		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in Use: -Use of the Simple Past Tense with Regular and Irregular Verbs: Talking about actions or events that happened and finished in the past. - Use of WH-questions: Why: Asking for reasons, purposes, or explanations for actions or events. Functions of the Target Grammatical Structures in Use: -Use of the Past Progressive Tense: Describing ongoing or interrupted actions in the past; setting the background for a narrative. -Use of the Past Progressive versus The Simple Past Tense: Contrasting an ongoing action with a completed action in the past; showing which action was in progress when another action occurred. -Use of Modal "Could" for Ability in the Past: Describing abilities or possibilities in the past; expressing what someone was capable of doing. -Use of Modal "Should" for Advice: Giving recommendations, suggestions or expressing opinions about what is appropriate or advisable. -Use of Modal "Will" for Help: Offering assistance or making promises related to future actions. Target Social Language Expressions in Use: I enjoy being close to nature! The wind blew me away! It was boiling all day		

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				today! Nature takes our breath away! Camping under the stars in the mountains is marvellous! Target Phonological Sounds in Use: Consonants: l, m l: (/ l/ l/, silent /l/); m; (/ m/, m/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
18	18–22 Ocak					
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	20	Theme 7: Lıfe In Nature Theme 8: Lıfe In The Unıverse	Sub-themes: "Daily activities in nature, extreme weather conditions and adventures in nature" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for nature: Nouns: A field, a mountain, a hill, a valley, a forest, a jungle, a river, a lake, the sea, an ocean, a beach, an island, a cave, a tree, a plant, a leaf, a rock, sand, soil, grass. Vocabulary for daily activities and nature: Nouns: Gardening, growing vegetables, taking a walk, having a picnic, mowing the lawn/ cutting the grass, riding a horse/ a bike, enjoying the view, planting a tree, watering the plants. Verbs: To grow, to plant, to water, to gather, to pick, to take care (of), to protect, to save, to recycle, to feed, to collect. Vocabulary for activities in nature:	ENG.PREP.7.L1.Students can prepare and get ready for listening (to)/watching about the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.L2. Students can bring together the information in the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.L3. Students can make sense of and derive meaning from the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” in relation to themselves or others, both individually and/or with others. ENG.PREP.7.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.7.R1. Students can prepare for reading the content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” efficiently and effectively. ENG.PREP.7.R2. Students can bring information together about the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” through skimming, scanning and detailed reading. ENG.PREP.7.R3. Students can make sense of and derive meaning from the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” in relation to themselves or others, both individually and/or with others. ENG.PREP.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in nature with daily activities in nature, extreme weather conditions and adventures in nature” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.7.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in nature with daily activities in nature, extreme weather conditions and adventures in nature”. ENG.PREP.7.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in nature with daily activities in nature, extreme weather conditions and	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design and write a project based on their experiences and imagination of daily activities in nature, extreme weather conditions, and adventures in nature. They will describe the roles people play in different outdoor activities, how weather conditions influence those activities, and the necessary preparations for adventures in nature. Students will write scripts for each role and act out different scenarios involving nature-based activities like hiking, camping, or experiencing extreme weather conditions. The assignment will be evaluated using rubrics. Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design and write a project that explores the planets in our solar system, their satellites, and interesting facts about each planet. They will also focus on Earth as a planet and how it compares to others. Students will create scripts for different planetary explorers, astronomers, and

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				Verbs: To go fishing, to swim, to explore, to rest, to ride a bike/to cycle. Vocabulary for extreme weather conditions: Nouns: A thunderstorm, lightning, a storm (hurricane, AmE), the temperature. Adjectives: Dangerous, severe, stormy. Vocabulary for adventures in nature: Nouns: Camping, climbing, snowboarding, surfing, diving, canoeing, mountain biking. Equipment for adventures: A tent, a backpack, a map. Adjectives: Exciting, peaceful, dangerous, amazing, adventurous. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme	adventures in nature". ENG.PREP.7.W3. Students can construct new written content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" based on their understanding of the model(s) provided. ENG.PREP.7.W4. Students can practise producing written content based on the current theme "life in nature with daily activities in nature, extreme weather conditions and adventures in nature". ENG.PREP.7.W5. Students can engage in the process of writing related to the content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature". ENG.PREP.7.W6. Students can reconstruct their writing about the current theme on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" to communicate effectively about it. ENG.PREP.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" in relation to themselves or others, both individually and/or with others. ENG.PREP.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature". ENG.PREP.7.S2. Students can analyse and understand the model content related to "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" to support the production of spoken language. ENG.PREP.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature". ENG.PREP.7.S4. Students can construct meaningful spoken content about "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" through efficient and meaningful practice. ENG.PREP.7.S5. Students can reconstruct the information about "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" when communicating with others. ENG.PREP.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature with daily activities in nature, extreme weather conditions and adventures in nature" in relation to themselves or others, both individually and/or with others. ENG.PREP.8.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.L2. Students can bring together the information in the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.L3. Students can make sense of and derive meaning from the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" in relation to themselves or others, both individually and/or with others. ENG.PREP.8.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.8.R1. Students can prepare for reading the content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" efficiently and effectively. ENG.PREP.8.R2. Students can bring information together about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" through skimming, scanning and detailed reading. ENG.PREP.8.R3. Students can make sense of and derive meaning from the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" in relation to themselves or others, both individually and/or with others. ENG.PREP.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.8.G1. Students can select and use target grammatical language items efficiently, effectively, and	scientists who are investigating and studying the solar system. Through role-playing and acting out these roles, they will simulate an interplanetary journey and share knowledge about each planet's characteristics. The assignment will be evaluated using rubrics.

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				In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social cultural,and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Simple Past Tense with Regular and Irregular Verbs (Positive, Negative, and Interrogative Forms): (We explored the forest yesterday and found a beautiful waterfall. We explored the forest yesterday but we didn't/ did not find anything. Did you find anything when you explored the forest yesterday?) -WH-questions: (Why): (Why did they climb up those dangerous mountains yesterday? *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target	accurately, based on the current content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.8.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.W3. Students can construct new written content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" based on their understanding of the model(s) provided. ENG.PREP.8.W4. Students can practise producing written content based on the current theme "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.W5. Students can engage in the process of writing related to the content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.W6. Students can reconstruct their writing about the current theme on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" to communicate effectively about it. ENG.PREP.8.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" in relation to themselves or others, both individually and/or with others. ENG.PREP.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.S2. Students can analyse and understand the model content related to "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" to support the production of spoken language. ENG.PREP.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.S4. Students can construct meaningful spoken content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" through efficient and meaningful practice. ENG.PREP.8.S5. Students can reconstruct the information about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" when communicating with others. ENG.PREP.8.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" in relation to themselves or others, both individually and/or with others.	

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				Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Past Progressive Tense: (Positive, Negative, and Interrogative Forms): (They were hiking up the mountain when the lightning struck. They weren't / were not hiking up the mountain when the lightning struck because the weather was too dangerous. Were they hiking up the mountain when the lightning struck?) -The Past Progressive versus The Simple Past Tense (Positive, Negative, and Interrogative Forms): (While we were having a picnic by the river, a sudden rainstorm began.) (He wasn't watering the plants when the wind knocked over the pots.) (What were you doing when the temperature dropped suddenly?) -Modal "Could" for Ability in the Past: (Positive, Negative, and Interrogative Forms): (He could climb the steep hill with ease during the hiking trip. He		

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				couldn’t / could not climb the steep hill with ease during the hiking trip. Could he climb the steep hill with ease during the hiking trip?) -Modal "Should" for Advice: (Positive, Negative, and Interrogative Forms): (You should wear a helmet while mountain biking on rough terrain. You shouldn’t /should not wear a helmet while mountain biking on rough terrain. Should she wear a helmet while mountain biking on rough terrain?) Functions of the Background Grammatical Structures in Use: -Use of the Simple Past Tense with Regular and Irregular Verbs: Talking about actions or events that happened and finished in the past. - Use of WH-questions: Why: Asking for reasons, purposes, or explanations for actions or events. Functions of the Target Grammatical Structures in Use: -Use of the Past Progressive Tense: Describing ongoing or interrupted actions in the past; setting the background for a narrative. -Use of the Past Progressive versus The Simple Past Tense: Contrasting an ongoing action with a completed action in the past; showing which action was in progress when another action occurred. -Use of Modal "Could" for Ability in the Past:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Describing abilities or possibilities in the past; expressing what someone was capable of doing. -Use of Modal "Should" for Advice: Giving recommendations, suggestions or expressing opinions about what is appropriate or advisable. -Use of Modal "Will" for Help: Offering assistance or making promises related to future actions. Target Social Language Expressions in Use: I enjoy being close to nature! The wind blew me away! It was boiling all day today! Nature takes our breath away! Camping under the stars in the mountains is marvellous! Target Phonological Sounds in Use: Consonants: l, m l: (/ l/ /, silent /l/); m; (/ m/, /m/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.) Sub-themes: "Planets and satellites in the solar system, facts about planets, the Earth as a planet" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets and satellites in the solar system: The Earth, Mars, Jupiter, Saturn, Mercury, Venus, Uranus, Neptune, Pluto (a dwarf planet). Nouns: Space, a star, the sun, the moon, an atmosphere, sky, an		

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				orbit, an asteroid, gases, temperature, gravity, a crater, an idea, a project, a planet, a rocket, an astronaut. Adjectives: Large, tiny, extreme. Vocabulary for facts about planets: Nouns: Air, oxygen, carbon dioxide, an astronaut, a galaxy, an eclipse, a force, a hemisphere, a meteor, a surface, a layer, a telescope, a scientist. Verbs: To explore, to discover, to analyse, to monitor, to observe, to measure, to breathe, to create, to build, to dream, to travel. Vocabulary for the Earth as a planet: Nouns: A continent, a country, a climate, an equator, Northern and Southern hemispheres, The North Pole and South Pole, a natural disaster, an earthquake, a volcanic eruption, a tsunami, erosion, a habitat, a civilisation, pollution, a resource, a smart city. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and		

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				celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Simple Future Tense (Will) (Positive, Negative, and Interrogative Forms): (Scientists will send new robots to explore the surface of Mars next year.) (Scientists won't / will not send new robots to explore the surface of Mars next year.) (Will scientists send new robots to explore the surface of Mars next year?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual		

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				support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -Zero Conditional: (If you travel to Mars, you need to wear a spacesuit because there is no oxygen in the atmosphere.) -First Conditional (1): (If the weather on Earth continues to change, we will experience more natural disasters like cyclones.) -With "Unless": (Unless we protect the environment, pollution will continue to harm the planet.) -With "If": (If we discover new planets, we can learn more about the possibility of life in space.) Functions of the Background Grammatical Structures in Use: -Use of the Simple Future Tense: Talking about predictions, plans, promises, or decisions		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				about the future. -Use of the Simple Present Tense: Describing facts and general truths. Functions of the Target Grammatical Structures in Use: -Use of the "Zero Conditional": Describing general truths, facts, or habitual actions that are always true if certain conditions are met -Use of the "First Conditional (1)": Describing possible or likely outcomes in the future based on a condition being fulfilled -Use of "Unless": Expressing a condition in a negative form, indicating something will happen only if the condition is not met -Use of "If": Introducing a condition to describe potential actions, situations, or consequences, often expressing possibility or uncertainty Target Social Language Expressions in Use: I'm lost in the cosmos! She's over the moon! Starry eyed dreams! We're orbiting the same idea! That's the gravity of the situation! Target Phonological Sounds in Use: Consonant: n, (n-g) n: (/ n/, /n/); ng: (/ng/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
20	15–19 Şubat	20	Theme 8: Lıfe In The Unıverse	Sub-themes: "Planets and satellites in the solar system, facts about planets, the Earth as a	ENG.PREP.8.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.L2. Students can bring together the information in the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet".	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT:

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				planet" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets and satellites in the solar system: The Earth, Mars, Jupiter, Saturn, Mercury, Venus, Uranus, Neptune, Pluto (a dwarf planet). Nouns: Space, a star, the sun, the moon, an atmosphere, sky, an orbit, an asteroid, gases, temperature, gravity, a crater, an idea, a project, a planet, a rocket, an astronaut. Adjectives: Large, tiny, extreme. Vocabulary for facts about planets: Nouns: Air, oxygen, carbon dioxide, an astronaut, a galaxy, an eclipse, a force, a hemisphere, a meteor, a surface, a layer, a telescope, a scientist. Verbs: To explore, to discover, to analyse, to monitor, to observe, to measure, to breathe, to create, to build, to dream, to travel. Vocabulary for the Earth as a planet: Nouns: A continent, a country, a climate, an equator, Northern and Southern hemispheres, The North Pole and South Pole, a natural disaster, an earthquake, a volcanic eruption, a tsunami, erosion, a habitat, a civilisation, pollution, a resource, a smart city. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and	ENG.PREP.8.L3. Students can make sense of and derive meaning from the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" in relation to themselves or others, both individually and/or with others. ENG.PREP.8.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.8.R1. Students can prepare for reading the content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" efficiently and effectively. ENG.PREP.8.R2. Students can bring information together about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" through skimming, scanning and detailed reading. ENG.PREP.8.R3. Students can make sense of and derive meaning from the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" in relation to themselves or others, both individually and/or with others. ENG.PREP.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.8.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.8.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.W3. Students can construct new written content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" based on their understanding of the model(s) provided. ENG.PREP.8.W4. Students can practise producing written content based on the current theme "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.W5. Students can engage in the process of writing related to the content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.W6. Students can reconstruct their writing about the current theme on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" to communicate effectively about it. ENG.PREP.8.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" in relation to themselves or others, both individually and/or with others. ENG.PREP.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.S2. Students can analyse and understand the model content related to "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" to support the production of spoken language. ENG.PREP.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet". ENG.PREP.8.S4. Students can construct meaningful spoken content about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" through efficient and meaningful practice. ENG.PREP.8.S5. Students can reconstruct the information about "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" when communicating with others.	Students will design and write a project that explores the planets in our solar system, their satellites, and interesting facts about each planet. They will also focus on Earth as a planet and how it compares to others. Students will create scripts for different planetary explorers, astronomers, and scientists who are investigating and studying the solar system. Through role-playing and acting out these roles, they will simulate an interplanetary journey and share knowledge about each planet's characteristics. The assignment will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Simple Future Tense (Will) (Positive, Negative, and Interrogative Forms): (Scientists will send new robots to explore the surface of Mars next year.) (Scientists won't / will not send new robots to explore the surface of	ENG.PREP.8.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe with planets and satellites in the solar system, facts about planets, the Earth as a planet" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Mars next year.) (Will scientists send new robots to explore the surface of Mars next year?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -Zero Conditional: (If you travel to Mars, you need to wear a spacesuit because there is no oxygen in the atmosphere.) -First Conditional (1): (If the weather on Earth continues to change, we will experience more natural disasters like cyclones.) -With "Unless": (Unless we protect the environment, pollution will continue to harm the planet.)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-With "If": (If we discover new planets, we can learn more about the possibility of life in space.) Functions of the Background Grammatical Structures in Use: -Use of the Simple Future Tense: Talking about predictions, plans, promises, or decisions about the future. -Use of the Simple Present Tense: Describing facts and general truths. Functions of the Target Grammatical Structures in Use: -Use of the "Zero Conditional": Describing general truths, facts, or habitual actions that are always true if certain conditions are met -Use of the "First Conditional (1)": Describing possible or likely outcomes in the future based on a condition being fulfilled -Use of "Unless": Expressing a condition in a negative form, indicating something will happen only if the condition is not met -Use of "If": Introducing a condition to describe potential actions, situations, or consequences, often expressing possibility or uncertainty Target Social Language Expressions in Use: I’m lost in the cosmos! She’s over the moon! Starry eyed dreams! We’re orbiting the same idea! That’s the gravity of the situation! Target Phonological		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sounds in Use: Consonant: n, (n-g) n: (/ n/, ɲ/); ng: (/ng/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
21	22–26 Şubat	20	Theme 9: School Lıfe & Educatıon	Sub-themes: “Different types of schools in the world, extracurricular activities at school, dealing with school anxiety" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for different school in the world: An arts school, a boarding school, a forest school, a homeschool, an international school, a language school, a military school, a private school, a public school (private schools in Britain), a state school (state-funded school-AmE), a religious school, a special education school, a sports academy, a technical school (vocational school), a virtual school, an online school. Vocabulary for school types in Türkiye: A collage (post- 16 education-post (upper) secondary education), a primary school (elementary school-AmE), a secondary school (a high school-AmE), a lower secondary school (a junior high school/middle school-AmE), an upper secondary school (a senior high school-AmE), an Anatolian upper secondary (high) school, a boarding school, a conservatory, a culinary	ENG.PREP.9.L1.Students can prepare and get ready for listening (to)/watching about the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.L2. Students can bring together the information in the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.L3. Students can make sense of and derive meaning from the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” in relation to themselves or others, both individually and/or with others. ENG.PREP.9.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.9.R1. Students can prepare for reading the content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” efficiently and effectively. ENG.PREP.9.R2. Students can bring information together about the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” through skimming, scanning and detailed reading. ENG.PREP.9.R3. Students can make sense of and derive meaning from the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” in relation to themselves or others, both individually and/or with others. ENG.PREP.9.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.9.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.9.W1. Students can prepare for writing efficiently and accurately based on the current content about “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.W3. Students can construct new written content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” based on their understanding of the model(s) provided. ENG.PREP.9.W4. Students can practise producing written content based on the current theme “school life and	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students write and design a school drama play on the content of "different types of schools in the world, extracurricular activities at school, dealing with school anxiety" and then they present it and perform it as a show in class by inviting other students as actors, directors, etc. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				school, a fine arts upper secondary (high) school, an industrial upper secondary (high) school, a religious vocational school, a science upper secondary (high) school, a special education school, a state school, a technology upper secondary (high) school, a tourism upper secondary (high) school, a vocational upper secondary (high) school, a vocational upper secondary (high) school of justice. Vocabulary for schools: Nouns: A term, a syllabus, a curriculum, a course. Adjectives: Strict, compulsory, optional, elective. Vocabulary for extracurricular activities at school: School Clubs: Nouns: An art club, a choir club, a debate club, an environmental club, a literature club, a photography club, a robotics club, a technology club, a volunteer club. Adjectives: Challenging, competitive, cooperative, creative, inspiring, rewarding. Verbs: To challenge, to compete, to cooperate, to create, to educate, to reward, to inspire. Vocabulary for dealing with schools: Vocabulary for causes: Nouns: Anxiety, failure, frustration, insecurity, loneliness, sadness, stress, cultural and language barriers, academic pressure. Adjectives: Nervous, stressed, stressful. Verbs: To worry.	education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety". ENG.PREP.9.W5. Students can engage in the process of writing related to the content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety". ENG.PREP.9.W6. Students can reconstruct their writing about the current theme on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" to communicate effectively about it. ENG.PREP.9.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" in relation to themselves or others, both individually and/or with others. ENG.PREP.9.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety". ENG.PREP.9.S2. Students can analyse and understand the model content related to "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" to support the production of spoken language. ENG.PREP.9.S3. Students can produce meaningful and accurate spoken content related to the current theme on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety". ENG.PREP.9.S4. Students can construct meaningful spoken content about "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" through efficient and meaningful practice. ENG.PREP.9.S5. Students can reconstruct the information about "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" when communicating with others. ENG.PREP.9.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for solutions: Nouns: Support, a school counsellor (counselor-AmE), an assignment, a duty. Adjectives: Calm, supportive. Verbs: To relax, to cope with, to manage stress, to overcome, to deal with, to communicate, to drop out of school, to give up. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Present Simple Tense: (Positive, Negative, and Interrogative Forms): (Students always wear their school uniforms). Students don't / do not wear their school uniforms every day). (Do students always wear their school uniforms?) -The Present Progressive Tense: (Positive, Negative, and Interrogative Forms): (They are building the new library near the science block this week They aren't / are not building the new library near the science block this week. Are they building the new library near the science block this week?) -The Simple Past Tense: (Positive, Negative, and Interrogative Forms): (Students gathered in the assembly hall two days ago.) (Students didn't / did not gather in the assembly hall two days ago. Did the students gather in the assembly hall two days ago?) -The Past Progressive Tense: (Positive, Negative, and Interrogative Forms): (They were painting the classroom in the winter break. They weren't /		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				were not painting the classroom in the winter break. Were they painting the classroom in the winter break?) -Questions Tags for the Present and Past Tenses: (You are coming to the school, aren't you? / You aren't/are not coming to the party, are you?). -Some Pronouns: something, anything -Used to: (Positive, Negative, and Interrogative Forms): (I used to think Maths was hard, but I enjoy it.) (I didn't use to study Maths when I was younger. Did you use to study Maths when you were younger?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				language. Target Grammatical Structures in Use: -The Passive Voice in Present Tenses (Positive, Negative, and Interrogative Forms): Passive Present (The homework is given by the teacher every day. The homework isn't / is not given by the teacher every day. Is the homework given by the teacher every day?) -The Passive Voice in Past Tenses (Positive, Negative, and Interrogative Forms): (The classroom was cleaned by the management after the art project. The classroom wasn't/was not cleaned by the management after the art project. Was the classroom cleaned by the management after the art project?) (The exam results were announced by the teacher yesterday. The exam results weren't / were not announced by the teacher yesterday. Were the exam results announced by the teacher yesterday?) (The classroom was being cleaned by the caretaker. The classroom wasn't / was not being cleaned by the caretaker. Was the classroom being cleaned by the caretaker?) (The walls were being decorated for the school festival. The walls weren't / were not being decorated for the school festival. Were the walls being decorated for the school festival?) Functions of the Background		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Structures in Use: -Use of the Simple Present Tense: Describing actions, habits, routines, general truths or facts that are always permanent. -Use of the Present Progressive Tense: (Also called the Present Continuous Tense). Describing actions or situations that are happening now and temporary actions or events that are in progress but not permanent, and fixed future plans. -Use of the of the Simple Past Tense: Describing finished actions and events at a specific time in the past and are now finished; a sequence of actions that occurred in the past; and past habits. - Use of the Past Progressive Tense: (Also called the Past Continuous Tense). Describing actions in progress at a moment in the past, setting the scene, simultaneous actions, and interruptions. - Use of "Question Tags": Confirming information, seeking agreement, expressing surprise or doubt. -Use of Some Pronouns (something, anything): "Something": Referring to a specific, unknown, or indefinite object or thing in a positive or affirmative context. "Anything": Referring to negative statements, questions, or conditional sentences.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of "Used to": Referring to past habits, or states that are no longer apply. Functions of the Target Grammatical Structures in Use: -Use of Passive Voice: Describing the situation where the focus is on the action or the receiver of the action, rather than who or what is doing it. Target Social Language Expressions in Use: We're in the same boat! We have a school spirit! Let's get a head start at school this year! Remember! Even a bad day doesn't last forever. It's a marathon, not a sprint! One step at a time! Target Phonological Sounds in Use: Vowel: o Vowel: o: (/ə /, / /, / /) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
22	1–5 Mart	20	Theme 9: School Lıfe & Educatıon	Sub-themes: "Different types of schools in the world, extracurricular activities at school, dealing with school anxiety" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for different school in the world: An arts school, a boarding school, a forest school, a homeschool, an international school, a language school, a military school, a private school, a public school (private schools in Britain), a state school (state-funded school-AmE), a religious school,	ENG.PREP.9.L1.Students can prepare and get ready for listening (to)/watching about the current content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety". ENG.PREP.9.L2. Students can bring together the information in the current content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety". ENG.PREP.9.L3. Students can make sense of and derive meaning from the current content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety". ENG.PREP.9.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" in relation to themselves or others, both individually and/or with others. ENG.PREP.9.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.9.R1. Students can prepare for reading the content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" efficiently and effectively. ENG.PREP.9.R2. Students can bring information together about the current content on "school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety" through skimming, scanning and detailed reading.	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students write and design a school drama play on the content of "different types of schools in the world, extracurricular activities at school, dealing with school anxiety" and then they present it and perform it as a show in class by inviting other students as actors, directors, etc. The assignment will be evaluated by using rubrics. İstiklâl Marşı'nın Kabulü ve Mehmet Akif Ersoy'u Anma Günü (12 Mart)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a special education school, a sports academy, a technical school (vocational school), a virtual school, an online school. Vocabulary for school types in Türkiye: A collage (post- 16 education-post (upper) secondary education), a primary school (elementary school-AmE), a secondary school (a high school-AmE), a lower secondary school (a junior high school/middle school-AmE), an upper secondary school (a senior high school-AmE), an Anatolian upper secondary (high) school, a boarding school, a conservatory, a culinary school, a fine arts upper secondary (high) school, an industrial upper secondary (high) school, a religious vocational school, a science upper secondary (high) school, a special education school, a state school, a technology upper secondary (high) school, a tourism upper secondary (high) school, a vocational upper secondary (high) school, a vocational upper secondary (high) school of justice. Vocabulary for schools: Nouns: A term, a syllabus, a curriculum, a course. Adjectives: Strict, compulsory, optional, elective. Vocabulary for extracurricular activities at school: School Clubs: Nouns: An art club, a choir club, a debate club, an environmental club, a	ENG.PREP.9.R3. Students can make sense of and derive meaning from the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” in relation to themselves or others, both individually and/or with others. ENG.PREP.9.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.9.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.9.W1. Students can prepare for writing efficiently and accurately based on the current content about “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.W3. Students can construct new written content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” based on their understanding of the model(s) provided. ENG.PREP.9.W4. Students can practise producing written content based on the current theme “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.W5. Students can engage in the process of writing related to the content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.W6. Students can reconstruct their writing about the current theme on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” to communicate effectively about it. ENG.PREP.9.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” in relation to themselves or others, both individually and/or with others. ENG.PREP.9.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.S2. Students can analyse and understand the model content related to “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” to support the production of spoken language. ENG.PREP.9.S3. Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety”. ENG.PREP.9.S4. Students can construct meaningful spoken content about “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” through efficient and meaningful practice. ENG.PREP.9.S5. Students can reconstruct the information about “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” when communicating with others. ENG.PREP.9.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “school life and education with different types of schools in the world, extracurricular activities at school, dealing with school anxiety” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				literature club, a photography club, a robotics club, a technology club, a volunteer club. Adjectives: Challenging, competitive, cooperative, creative, inspiring, rewarding. Verbs: To challenge, to compete, to cooperate, to create, to educate, to reward, to inspire. Vocabulary for dealing with schools: Vocabulary for causes: Nouns: Anxiety, failure, frustration, insecurity, loneliness, sadness, stress, cultural and language barriers, academic pressure. Adjectives: Nervous, stressed, stressful. Verbs: To worry. Vocabulary for solutions: Nouns: Support, a school counsellor (counselor-AmE), an assignment, a duty. Adjectives: Calm, supportive. Verbs: To relax, to cope with, to manage stress, to overcome, to deal with, to communicate, to drop out of school, to give up. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Present Simple Tense: (Positive, Negative, and Interrogative Forms): (Students always wear their school uniforms). Students don't / do not wear their school uniforms every day). (Do students always wear their school uniforms?) -The Present Progressive Tense: (Positive, Negative, and Interrogative Forms): (They are building the new library near the science block this week They		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				aren't / are not building the new library near the science block this week. Are they building the new library near the science block this week?) -The Simple Past Tense: (Positive, Negative, and Interrogative Forms): (Students gathered in the assembly hall two days ago.) (Students didn't / did not gather in the assembly hall two days ago. Did the students gather in the assembly hall two days ago?) -The Past Progressive Tense: (Positive, Negative, and Interrogative Forms): (They were painting the classroom in the winter break. They weren't / were not painting the classroom in the winter break. Were they painting the classroom in the winter break?) -Questions Tags for the Present and Past Tenses: (You are coming to the school, aren't you? / You aren't/are not coming to the party, are you?). -Some Pronouns: something, anything -Used to: (Positive, Negative, and Interrogative Forms): (I used to think Maths was hard, but I enjoy it.) (I didn't use to study Maths when I was younger. Did you use to study Maths when you were younger?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Passive Voice in Present Tenses (Positive, Negative, and Interrogative Forms): Passive Present (The homework is given by the teacher every day. The homework isn't / is not given by the teacher every day. Is the homework given by the teacher every day?) -The Passive Voice in Past Tenses (Positive, Negative, and Interrogative Forms): (The classroom was cleaned by the management after the art project. The classroom wasn't/was not cleaned by the management after the art project. Was the classroom cleaned by the management after the art project?) (The exam results were		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				announced by the teacher yesterday. The exam results weren't / were not announced by the teacher yesterday. Were the exam results announced by the teacher yesterday?) (The classroom was being cleaned by the caretaker. The classroom wasn't / was not being cleaned by the caretaker. Was the classroom being cleaned by the caretaker?) (The walls were being decorated for the school festival. The walls weren't / were not being decorated for the school festival. Were the walls being decorated for the school festival?) Functions of the Background Grammatical Structures in Use: -Use of the Simple Present Tense: Describing actions, habits, routines, general truths or facts that are always permanent. -Use of the Present Progressive Tense: (Also called the Present Continuous Tense). Describing actions or situations that are happening now and temporary actions or events that are in progress but not permanent, and fixed future plans. -Use of the of the Simple Past Tense: Describing finished actions and events at a specific time in the past and are now finished; a sequence of actions that occurred in the past; and past habits. - Use of the Past Progressive Tense: (Also		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				called the Past Continuous Tense). Describing actions in progress at a moment in the past, setting the scene, simultaneous actions, and interruptions. - Use of "Question Tags": Confirming information, seeking agreement, expressing surprise or doubt. -Use of Some Pronouns (something, anything): "Something": Referring to a specific, unknown, or indefinite object or thing in a positive or affirmative context. "Anything": Referring to negative statements, questions, or conditional sentences. -Use of "Used to": Referring to past habits, or states that are no longer apply. Functions of the Target Grammatical Structures in Use: -Use of Passive Voice: Describing the situation where the focus is on the action or the receiver of the action, rather than who or what is doing it. Target Social Language Expressions in Use: We’re in the same boat! We have a school spirit! Let’s get a head start at school this year! Remember! Even a bad day doesn’t last forever. It’s a marathon, not a sprint! One step at a time! Target Phonological Sounds in Use: Vowel: o Vowel: o: (/ə /, / /, ø /) *(Phonetic symbols will not be taught. Only sounds will be practised		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				through the target words in the theme.)		
	8–12 Mart		2. dönem ara tatili			
23	15–19 Mart	20	Theme 10: Classroom Lıfe And Learnıng Wıth Technology	Sub-themes: “Technological classroom tools, learning with technology, future classrooms” Target Vocabulary in Use (with revisional vocabulary): Technological classroom tools: Vocabulary for technological devices: Nouns: A digital camera, a laptop, a PC, a printer, a smartphone, a webcam, a VR headset, a disc/disk, a machine, a robot. Vocabulary for accessories: Nouns: A keyboard, a mouse, a mouse mat, a screen. Vocabulary for general technology: Nouns: An app, an email, equipment, a server, a fax. Verbs: to switch off/ to switch on, to turn on/ off a server. Vocabulary for learning with technology, communication, and interaction: Nouns: Communication, access, a connection, a text, by post. Verbs: To connect, to communicate, to upload, to download, to log in, to log out, to boost. Adjectives: Digital. Vocabulary for digital tools and resources: Nouns: A blog, a podcast, a program(me), social media, software, a website, a web page, the internet (net). Vocabulary for	ENG.PREP.10.L1.Students can prepare and get ready for listening (to)/watching about the current content on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms”. ENG.PREP.10.L2. Students can bring together the information in the current content on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms”. ENG.PREP.10.L3. Students can make sense of and derive meaning from the current content on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms”. ENG.PREP.10.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms” in relation to themselves or others, both individually and/or with others. ENG.PREP.10.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms” to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.10.R1. Students can prepare for reading the content on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms” efficiently and effectively. ENG.PREP.10.R2. Students can bring information together about the current content on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms” through skimming, scanning and detailed reading. ENG.PREP.10.R3. Students can make sense of and derive meaning from the current content on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms”. ENG.PREP.10.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms” in relation to themselves or others, both individually and/or with others. ENG.PREP.10.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.10.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.10.W1. Students can prepare for writing efficiently and accurately based on the current content about “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms”. ENG.PREP.10.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms”. ENG.PREP.10.W3. Students can construct new written content on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms” based on their understanding of the model(s) provided. ENG.PREP.10.W4. Students can practise producing written content based on the current theme “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms”. ENG.PREP.10.W5. Students can engage in the process of writing related to the content on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms”. ENG.PREP.10.W6. Students can reconstruct their writing about the current theme on “classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms” to communicate effectively about it.	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students write and design a project on "Technological Classroom Tools, Learning with Technology, and Future Classrooms." They will describe the ideal use of technology in the classroom, including the roles of students and teachers, the tools used, and the learning activities involved. They will write scripts for each role, showing how technology enhances learning and interaction. In the class, they will act out these roles, demonstrating how technology supports learning in a future classroom. The assignment will be evaluated by using rubrics. Türk Dünyası ve Toplulukları Haftası (16-22 Mart) Çanakkale Zaferi ve Şehitleri Anma Günü (18 Mart)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				technological concepts: Nouns: digital literacy, an application (App), a browser, a digital footprint, netiquette, information. Vocabulary for learning and engagement: Nouns and Phrases: Self-paced learning, a wide range of resources, immediate feedback, benefits, a study, quality, quantity, a presentation. Adjectives: Digital. Vocabulary for innovations and learning platforms: Nouns and phrases: An invention, virtual reality (VR), artificial intelligence (AI), augmented reality (AR), lifelong learning, a webinar, online. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the	ENG.PREP.10.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" in relation to themselves or others, both individually and/or with others. ENG.PREP.10.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.S2. Students can analyse and understand the model content related to "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" to support the production of spoken language. ENG.PREP.10.S3. Students can produce meaningful and accurate spoken content related to the current theme on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.S4. Students can construct meaningful spoken content about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" through efficient and meaningful practice. ENG.PREP.10.S5. Students can reconstruct the information about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" when communicating with others. ENG.PREP.10.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Simple Future Tense (Positive, Negative, and Interrogative Forms): (I think an English professor will visit us tomorrow. I think an English professor won't / will not visit us tomorrow. Do you think an English professor will visit you tomorrow? - "Be going to Future Tense" (Positive, Negative, and Interrogative Forms): (We're / are going to go to a digital Science show next weekend. We aren't / are not going to go to a digital Science show next weekend. Are you going to go to a digital Science show next weekend?) -The Present Progressive Tense for the Future (Positive, Negative, and Interrogative Forms): (We're/are having a Computer Club meeting on Friday night. We aren't/are not having		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a Computer Club meeting on Friday night. (Are having a Computer Club meeting on Friday night?) -The Simple Present Tense for the Future (Positive, Negative, and Interrogative Forms): (Our webinar starts at 7 pm every Monday. (Our webinar doesn't / does not start at 7 pm on Monday). (Does your webinar start at 7 pm on Monday?) Modals (Positive, Negative, and Interrogative Forms): Should: (You should complete your homework before you go out to play.) Ought to: (You ought to be at school on time every day.) Should: (You should join a study group to prepare for the exams.) Must: (The teacher is not in the classroom right now. She must be in a meeting.) Can't: (She can't be at school today; she was absent yesterday and said she would be sick for the week.) Must: (You must study for the test if you want to get a good mark.) Have to: (I have to attend the lesson it's necessary for my graduation.) -Could for Ability and Probability: (When I was younger, I could speak three languages fluently.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -Passive Voice in Future Tenses and Modals: -Passive Voice in the Simple Future Tense (Will) (Positive, Negative, and Interrogative Forms): (The new smart boards will be installed in all classrooms by next month.) (The new smart boards won't / will not be installed in all classrooms by next month). (Will the new smart boards be installed in all classrooms by next month?) - Passive Voice in "Be Going to Future" Tense (Positive, Negative, and Interrogative Forms): (AI-powered tools are going to be introduced in the digital skills course. AI-powered tools aren't / are not going to be introduced in the digital skills course. Are AI-		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				powered tools going to be introduced in the digital skills course?) -Passive Voice in the Simple Present Tense for the Future (Positive, Negative, and Interrogative Forms): (A coding workshop is held every Friday at 3 p.m. A coding workshop isn't / is not held every Friday at 3 p.m. Is a coding workshop held every Friday at 3 p.m.?) -Passive Voice in the Present Progressive Tense for the Future (Positive, Negative, and Interrogative Forms): (New tablets are being delivered to the school next week. New tablets aren't / are not being delivered to the school next week. Are new tablets being delivered to the school next week?) -Passive Voice with Modals (Positive, Negative, and Interrogative Forms): (The old house might be sold next month. The old house might not be sold next month. Might the old house be sold next month?) -Reflexive Pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) (I prepared the project myself for the school exhibition.) -Connecting words expressing cause, effect, contrast, and time: Cause: (He didn't / did not finish his homework as he was feeling sick.) Effect: (She didn't / did not study for the test, so she failed it.) Contrast: (He studied all night for the test		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				however he still didn’t / did not do well.) Time: (I’ll / will wait for you in the cafeteria until the bell rings.) Functions of the Background Grammatical Structures in Use: -Use of the Simple Future Tense: Making predictions, expressing a plan or intention, and asking questions about future actions. - Use of the "Be going to Future" Tense: Expressing planned actions or predictions based on evidence. -Use of the Simple Present Tense for the Future Tense: Describing the future, especially for scheduled or planned events. -Use of the Present Progressive Tense for Future Tense: Describing personal plans or fixed arrangements in the future. -Use of "Should & Ought to" for Obligation: Expressing obligation, advice, or recommendations. Should: Expressing advice and expectation, or indicate an obligation, but with a sense of flexibility. It’s less formal than "ought to". Ought to: Expressing moral obligations or recommendations that feel more serious. -Use of "Should" for Suggestion: Giving suggestions, offering a recommendation or advice on what might be a good idea or what would likely lead to a positive outcome. -Use of "Must & Can’t" for		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Deduction: Expressing deduction, meaning they help to infer or conclude something based on evidence or logical reasoning. Must: Expressing a strong belief that something is true based on the evidence or information available. Can't: Showing that we are certain something is not true, based on reasoning or evidence. It indicates a strong belief that something is impossible or incorrect. -Use of "Must" vs "Have to": Expressing deduction, meaning they help to infer or conclude something based on evidence or logical reasoning. Must: Expressing internal obligation (the speaker's strong belief or personal requirement) or rules and regulations that are strictly enforced. Have to: Expressing external obligation that are not directly imposed by the speaker. -Use of "Could for Ability and Probability": Expressing the ability to do something in the past that is not necessarily happens in the present. -Use of Reflexive Pronouns: Showing the subject and the object of a sentence refer to the same person or thing. -Use of Connecting words expressing cause, effect, contrast, and time: Cause: Explaining why something happens, or what the reason behind an event or action is. Effect: Showing the result or outcome of an		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				action, event, or situation. Contrast: Showing a difference or opposition between two ideas. Time: Showing the order of events or help indicate when something happens. Functions of the Target Grammatical Structures in Use: -Use of Passive Voice in the Simple Future Tense: Describing predictions, spontaneous decisions, or future facts, focusing on what will happen to someone/something. -Use of Passive Voice in the "Be Going to" Future Tense: Describing planned actions or intentions, something that has already been decided, not who submits them. -Use of the Passive Voice in the Simple Present Tense: Describing routines, facts, or general truths where the focus is on the action or result. Focus is on the regular action, not who submits them. -Use of the Passive Voice in the Present Progressive Tense: Describing personal plans or fixed arrangements in the future, not the doer. Focus is on the ongoing process. Target Social Language Expressions in Use: Practice makes perfect! Do not/ Don't skip the class! One step at a time! I'm all ears for the teacher's explanations! Let's sort this out! Target Phonological Sounds in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Phonetic sounds: p, q Consonants: p:(/pi /, /p/); q: (/kju /, /k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
24	22–26 Mart	20	Theme 10: Classroom Lıfe And Learnıng Wıth Technology Theme 11: Personal Lıfe And Well-Beıng	Sub-themes: "Technological classroom tools, learning with technology, future classrooms" Target Vocabulary in Use (with revisional vocabulary): Technological classroom tools: Vocabulary for technological devices: Nouns: A digital camera, a laptop, a PC, a printer, a smartphone, a webcam, a VR headset, a disc/disk, a machine, a robot. Vocabulary for accessories: Nouns: A keyboard, a mouse, a mouse mat, a screen. Vocabulary for general technology: Nouns: An app, an email, equipment, a server, a fax. Verbs: to switch off/ to switch on, to turn on/ off a server. Vocabulary for learning with technology, communication, and interaction: Nouns: Communication, access, a connection, a text, by post. Verbs: To connect, to communicate, to upload, to download, to log in, to log out, to boost. Adjectives: Digital. Vocabulary for digital tools and resources: Nouns: A blog, a podcast, a program(me),	ENG.PREP.10.L1.Students can prepare and get ready for listening (to)/watching about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.L2. Students can bring together the information in the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.L3. Students can make sense of and derive meaning from the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" in relation to themselves or others, both individually and/or with others. ENG.PREP.10.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.10.R1. Students can prepare for reading the content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" efficiently and effectively. ENG.PREP.10.R2. Students can bring information together about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" through skimming, scanning and detailed reading. ENG.PREP.10.R3. Students can make sense of and derive meaning from the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" in relation to themselves or others, both individually and/or with others. ENG.PREP.10.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.10.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.10.W1. Students can prepare for writing efficiently and accurately based on the current content about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.W3. Students can construct new written content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" based on their understanding of the model(s) provided. ENG.PREP.10.W4. Students can practise producing written content based on the current theme "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.W5. Students can engage in the process of writing related to the content on "classroom life and	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students write and design a project on "Technological Classroom Tools, Learning with Technology, and Future Classrooms." They will describe the ideal use of technology in the classroom, including the roles of students and teachers, the tools used, and the learning activities involved. They will write scripts for each role, showing how technology enhances learning and interaction. In the class, they will act out these roles, demonstrating how technology supports learning in a future classroom. The assignment will be evaluated by using rubrics. Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students write and design a school drama play on the the content of "body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" and then they present it and perform it as a show in class by inviting other students as patients, doctors, and nurses. The assignment is evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				social media, software, a website, a web page, the internet (net). Vocabulary for technological concepts: Nouns: digital literacy, an application (App), a browser, a digital footprint, netiquette, information. Vocabulary for learning and engagement: Nouns and Phrases: Self-paced learning, a wide range of resources, immediate feedback, benefits, a study, quality, quantity, a presentation. Adjectives: Digital. Vocabulary for innovations and learning platforms: Nouns and phrases: An invention, virtual reality (VR), artificial intelligence (AI), augmented reality (AR), lifelong learning, a webinar, online. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever	learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.W6. Students can reconstruct their writing about the current theme on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" to communicate effectively about it. ENG.PREP.10.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" in relation to themselves or others, both individually and/or with others. ENG.PREP.10.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.S2. Students can analyse and understand the model content related to "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" to support the production of spoken language. ENG.PREP.10.S3. Students can produce meaningful and accurate spoken content related to the current theme on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms". ENG.PREP.10.S4. Students can construct meaningful spoken content about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" through efficient and meaningful practice. ENG.PREP.10.S5. Students can reconstruct the information about "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" when communicating with others. ENG.PREP.10.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "classroom life and learning with technology with technological classroom tools, learning with technology, future classrooms" in relation to themselves or others, both individually and/or with others. ENG.PREP.11.L1.Students can prepare and get ready for listening (to)/watching about the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.L2. Students can bring together the information in the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.L3. Students can make sense of and derive meaning from the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" in relation to themselves or others, both individually and/or with others. ENG.PREP.11.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.11.R1. Students can prepare for reading the content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" efficiently and effectively. ENG.PREP.11.R2. Students can bring information together about the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" through skimming, scanning and detailed reading. ENG.PREP.11.R3. Students can make sense of and derive meaning from the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Simple Future Tense (Positive, Negative, and Interrogative Forms): (I think an English professor will visit us tomorrow. I think an English professor won't / will not visit us tomorrow. Do you think an English professor will visit you tomorrow? - "Be going to Future Tense" (Positive, Negative, and Interrogative Forms): (We're / are going to go to a digital Science show next weekend. We aren't / are not going to go to a digital Science show next weekend. Are you going to go to a digital Science show next weekend?) -The Present Progressive Tense for the Future (Positive, Negative, and Interrogative Forms):	ENG.PREP.11.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.11.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.11.W1. Students can prepare for writing efficiently and accurately based on the current content about "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.W3. Students can construct new written content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" based on their understanding of the model(s) provided. ENG.PREP.11.W4. Students can practise producing written content based on the current theme "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.W5. Students can engage in the process of writing related to the content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.W6. Students can reconstruct their writing about the current theme on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" to communicate effectively about it. ENG.PREP.11.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" in relation to themselves or others, both individually and/or with others. ENG.PREP.11.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.S2. Students can analyse and understand the model content related to "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" to support the production of spoken language. ENG.PREP.11.S3. Students can produce meaningful and accurate spoken content related to the current theme on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.S4. Students can construct meaningful spoken content about "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" through efficient and meaningful practice. ENG.PREP.11.S5. Students can reconstruct the information about "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" when communicating with others. ENG.PREP.11.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(We're/are having a Computer Club meeting on Friday night. We aren't/are not having a Computer Club meeting on Friday night. (Are having a Computer Club meeting on Friday night?) -The Simple Present Tense for the Future (Positive, Negative, and Interrogative Forms): (Our webinar starts at 7 pm every Monday. (Our webinar doesn't / does not start at 7 pm on Monday). (Does your webinar start at 7 pm on Monday?) Modals (Positive, Negative, and Interrogative Forms): Should: (You should complete your homework before you go out to play.) Ought to: (You ought to be at school on time every day.) Should: (You should join a study group to prepare for the exams.) Must: (The teacher is not in the classroom right now. She must be in a meeting.) Can't: (She can't be at school today; she was absent yesterday and said she would be sick for the week.) Must: (You must study for the test if you want to get a good mark.) Have to: (I have to attend the lesson it's necessary for my graduation.) -Could for Ability and Probability: (When I was younger, I could speak three languages fluently.) *About "Background Grammatical Structures in Use":		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -Passive Voice in Future Tenses and Modals: -Passive Voice in the Simple Future Tense (Will) (Positive, Negative, and Interrogative Forms): (The new smart boards will be installed in all classrooms by next month.) (The new smart boards won't / will not be installed in all classrooms by next month). (Will the new smart boards be installed in all classrooms by next month?) - Passive Voice in "Be Going to Future" Tense (Positive, Negative, and Interrogative Forms): (AI-powered tools are going to be introduced in the digital skills course. AI-		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				powered tools aren't / are not going to be introduced in the digital skills course. Are AI-powered tools going to be introduced in the digital skills course?) -Passive Voice in the Simple Present Tense for the Future (Positive, Negative, and Interrogative Forms): (A coding workshop is held every Friday at 3 p.m. A coding workshop isn't / is not held every Friday at 3 p.m. Is a coding workshop held every Friday at 3 p.m.?) -Passive Voice in the Present Progressive Tense for the Future (Positive, Negative, and Interrogative Forms): (New tablets are being delivered to the school next week. New tablets aren't / are not being delivered to the school next week. Are new tablets being delivered to the school next week?) -Passive Voice with Modals (Positive, Negative, and Interrogative Forms): (The old house might be sold next month. The old house might not be sold next month. Might the old house be sold next month?) -Reflexive Pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) (I prepared the project myself for the school exhibition.) -Connecting words expressing cause, effect, contrast, and time: Cause: (He didn't / did not finish his homework as he was feeling sick.) Effect: (She didn't / did		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				not study for the test, so she failed it.) Contrast: (He studied all night for the test however he still didn't / did not do well.) Time: (I'll / will wait for you in the cafeteria until the bell rings.) Functions of the Background Grammatical Structures in Use: -Use of the Simple Future Tense: Making predictions, expressing a plan or intention, and asking questions about future actions. - Use of the "Be going to Future" Tense: Expressing planned actions or predictions based on evidence. -Use of the Simple Present Tense for the Future Tense: Describing the future, especially for scheduled or planned events. -Use of the Present Progressive Tense for Future Tense: Describing personal plans or fixed arrangements in the future. -Use of "Should & Ought to" for Obligation: Expressing obligation, advice, or recommendations. Should: Expressing advice and expectation, or indicate an obligation, but with a sense of flexibility. It's less formal than "ought to". Ought to: Expressing moral obligations or recommendations that feel more serious. -Use of "Should" for Suggestion: Giving suggestions, offering a recommendation or advice on what might be		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a good idea or what would likely lead to a positive outcome. -Use of "Must & Can't" for Deduction: Expressing deduction, meaning they help to infer or conclude something based on evidence or logical reasoning. Must: Expressing a strong belief that something is true based on the evidence or information available. Can't: Showing that we are certain something is not true, based on reasoning or evidence. It indicates a strong belief that something is impossible or incorrect. -Use of "Must" vs "Have to": Expressing deduction, meaning they help to infer or conclude something based on evidence or logical reasoning. Must: Expressing internal obligation (the speaker's strong belief or personal requirement) or rules and regulations that are strictly enforced. Have to: Expressing external obligation that are not directly imposed by the speaker. -Use of "Could for Ability and Probability": Expressing the ability to do something in the past that is not necessarily happens in the present. -Use of Reflexive Pronouns: Showing the subject and the object of a sentence refer to the same person or thing. -Use of Connecting words expressing cause, effect, contrast, and time: Cause: Explaining why something happens, or		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				what the reason behind an event or action is. Effect: Showing the result or outcome of an action, event, or situation. Contrast: Showing a difference or opposition between two ideas. Time: Showing the order of events or help indicate when something happens. Functions of the Target Grammatical Structures in Use: -Use of Passive Voice in the Simple Future Tense: Describing predictions, spontaneous decisions, or future facts, focusing on what will happen to someone/something. -Use of Passive Voice in the "Be Going to" Future Tense: Describing planned actions or intentions, something that has already been decided, not who submits them. -Use of the Passive Voice in the Simple Present Tense: Describing routines, facts, or general truths where the focus is on the action or result. Focus is on the regular action, not who submits them. -Use of the Passive Voice in the Present Progressive Tense: Describing personal plans or fixed arrangements in the future, not the doer. Focus is on the ongoing process. Target Social Language Expressions in Use: Practice makes perfect! Do not/ Don't skip the class! One step at a time! I'm all ears for the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				teacher’s explanations! Let’s sort this out! Target Phonological Sounds in Use: Phonetic sounds: p, q Consonants: p:(/pi /, / p/); q: (/kju /, k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.) Sub-themes: “Body parts, human illnesses and diseases, human well-being, human nature, well-being for the future” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts: Nouns: An ankle, a bone, a brain, a chin, a stomach, an elbow, a palm, a liver, lungs, muscles, nerves, joints. Vocabulary for human illnesses and diseases: Nouns: Blood pressure, a bruise, a fracture, an infection, an injury, a stroke, a symptom, a wound, insomnia, nausea, pain, Adjectives: Dehydrated, harmful, infected, painful, swollen. Verbs: To heal, to prevent, to recover, to treat, to worsen, to support, to burn up. Vocabulary for human well-being: Nouns: Balance, comfort, contentment, an emotion, fitness, gratitude, healing, happiness, joy, lifestyle, a mindset, mindfulness, motivation, nutrition, peace, self-care, stress, well-being. Adjectives: Balanced, calm, cheerful, confident, grateful, joyful, mindful, peaceful,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				thankful. Verbs: To achieve, to cope with, to flourish, to grow, to improve, to overcome, to relax, to unwind, to take care of. Vocabulary for human nature: Nouns: An attitude, a behaviour, a desire, a feeling, a reason, a reaction, sensitivity, a thought, a trait, wisdom, kindness. Adjectives: Ambitious, determined, emotional, proud, thoughtful. Verbs: To adopt, to create, to decide, to imagine, to respond, to share. Vocabulary for well-being for the future: Nouns: A career, a community, development, resilience, skills, respect. Adjectives: Adaptable, innovative, inspired, resilient, smart, sustainable. Verbs: to accomplish, to contribute, to develop. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -Zero conditional: (Positive, Negative, and Interrogative Forms): (If you eat healthy food, you stay healthy. If you don't / do not eat healthy food, you get ill more easily. What happens if you don't / do not drink enough water?) - First Conditional (1): (Positive, Negative, and Interrogative Forms): (If you eat more vegetables, you will feel better. If you don't / do not eat more vegetables, you won't / will not feel better. What will happen if you don't/ do not eat more vegetables?) -Comparative and Superlative Adjectives: (as… as, same…as, like, alike): (If you sleep more hours, you'll / will feel		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				better.) (That was the most relaxing holiday I've ever had.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -Second Conditional (2): (Positive, Negative, and Interrogative Forms): (If I had more time, I would travel the world. If I had more time, I wouldn't / would not travel the world but work more. Would you travel the world, if you had more time?) -With "If Only": Present: (If only I were/was taller). Past: (If only I had studied harder) (If only I didn't have the flu, I could go to school today). - Wish (Was/Were): (I		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				wish I were taller). (I wish she ate more vegetables and less junk food.) -Adjectives with "-ing and -ed" Endings: Relax (-ing/-ed), Excite (-ing/-ed): (Going for a walk in the park is so relaxing. / After my gym session, I feel very relaxed.) Functions of the Background Grammatical Structures in Use: -Zero conditional: Expressing general truths of facts and cause-effect relationships. -First Conditional (1): Expressing real or possible situations in the future, where one action or event depends on another. -Use of Comparative and Superlative Adjectives: Comparative Adjectives: Expressing how to compare two things or people and show which one has more or less of a particular quality. Superlative Adjectives: Describing the highest or lowest degree of quality, when comparing three or more things or people. Functions of the Target Grammatical Structures in Use: -Use of Second Conditional (2): Expressing unreal, hypothetical, or unlikely situations in the present or future, and their possible results. -Use of "If Only": Expressing regret or strong wishes for a different present or past situation -Use of "Wish (Was/Were)": Expressing		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				desires, regrets, or hypothetical situations contrary to the current reality (especially about present). -Adjectives with "-ing and -ed" Endings: Describing the thing or situation that causes feelings or emotions, and characteristics. Target Social Language Expressions in Use: She's in high spirits. Let's clear the air with this problem! You should recharge your batteries! Target Phonological Sounds in Use: Consonant: r Consonant r: (/ (Br), silent /r/ (Br), /a / (AmE), / /(AmE), silent /r/ (Br)) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
25	29 Mart – 2 Nisan	20	Theme 11: Personal Lıfe And Well-Beıng	Sub-themes: "Body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts: Nouns: An ankle, a bone, a brain, a chin, a stomach, an elbow, a palm, a liver, lungs, muscles, nerves, joints. Vocabulary for human illnesses and diseases: Nouns: Blood pressure, a bruise, a fracture, an infection, an injury, a stroke, a symptom, a wound, insomnia, nausea, pain, Adjectives:	ENG.PREP.11.L1.Students can prepare and get ready for listening (to)/watching about the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.L2. Students can bring together the information in the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.L3. Students can make sense of and derive meaning from the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future". ENG.PREP.11.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" in relation to themselves or others, both individually and/or with others. ENG.PREP.11.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.11.R1. Students can prepare for reading the content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" efficiently and effectively. ENG.PREP.11.R2. Students can bring information together about the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" through skimming, scanning and detailed reading. ENG.PREP.11.R3. Students can make sense of and derive meaning from the current content on "personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students write and design a school drama play on the the content of "body parts, human illnesses and diseases, human well-being, human nature, well-being for the future" and then they present it and perform it as a show in class by inviting other students as patients, doctors, and nurses. The assignment is evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Dehydrated, harmful, infected, painful, swollen. Verbs: To heal, to prevent, to recover, to treat, to worsen, to support, to burn up. Vocabulary for human well-being: Nouns: Balance, comfort, contentment, an emotion, fitness, gratitude, healing, happiness, joy, lifestyle, a mindset, mindfulness, motivation, nutrition, peace, self-care, stress, well-being. Adjectives: Balanced, calm, cheerful, confident, grateful, joyful, mindful, peaceful, thankful. Verbs: To achieve, to cope with, to flourish, to grow, to improve, to overcome, to relax, to unwind, to take care of. Vocabulary for human nature: Nouns: An attitude, a behaviour, a desire, a feeling, a reason, a reaction, sensitivity, a thought, a trait, wisdom, kindness. Adjectives: Ambitious, determined, emotional, proud, thoughtful. Verbs: To adopt, to create, to decide, to imagine, to respond, to share. Vocabulary for well-being for the future: Nouns: A career, a community, development, resilience, skills, respect. Adjectives: Adaptable, innovative, inspired, resilient, smart, sustainable. Verbs: to accomplish, to contribute, to develop. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April	future". ENG.PREP.11.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future” in relation to themselves or others, both individually and/or with others. ENG.PREP.11.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.11.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.11.W1. Students can prepare for writing efficiently and accurately based on the current content about “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future”. ENG.PREP.11.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future”. ENG.PREP.11.W3. Students can construct new written content on “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future” based on their understanding of the model(s) provided. ENG.PREP.11.W4. Students can practise producing written content based on the current theme “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future”. ENG.PREP.11.W5. Students can engage in the process of writing related to the content on “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future”. ENG.PREP.11.W6. Students can reconstruct their writing about the current theme on “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future” to communicate effectively about it. ENG.PREP.11.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future” in relation to themselves or others, both individually and/or with others. ENG.PREP.11.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future”. ENG.PREP.11.S2. Students can analyse and understand the model content related to “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future” to support the production of spoken language. ENG.PREP.11.S3. Students can produce meaningful and accurate spoken content related to the current theme on “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future”. ENG.PREP.11.S4. Students can construct meaningful spoken content about “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future” through efficient and meaningful practice. ENG.PREP.11.S5. Students can reconstruct the information about “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future” when communicating with others. ENG.PREP.11.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “personal life and wellbeing with body parts, human illnesses and diseases, human well-being, human nature, well-being for the future” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				National Sovereignty and Children’s Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -Zero conditional: (Positive, Negative, and Interrogative Forms): (If you eat healthy food, you stay healthy. If you don’t / do not eat healthy		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				food, you get ill more easily. What happens if you don't / do not drink enough water?) - First Conditional (1): (Positive, Negative, and Interrogative Forms): (If you eat more vegetables, you will feel better. If you don't / do not eat more vegetables, you won't / will not feel better. What will happen if you don't/ do not eat more vegetables?) -Comparative and Superlative Adjectives: (as… as, same…as, like, alike): (If you sleep more hours, you'll / will feel better.) (That was the most relaxing holiday I've ever had.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Structures in Use: -Second Conditional (2): (Positive, Negative, and Interrogative Forms): (If I had more time, I would travel the world. If I had more time, I wouldn't / would not travel the world but work more. Would you travel the world, if you had more time?) -With "If Only": Present: (If only I were/was taller). Past: (If only I had studied harder) (If only I didn't have the flu, I could go to school today). - Wish (Was/Were): (I wish I were taller). (I wish she ate more vegetables and less junk food.) -Adjectives with "-ing and -ed" Endings: Relax (-ing/-ed), Excite (-ing/-ed): (Going for a walk in the park is so relaxing. / After my gym session, I feel very relaxed.) Functions of the Background Grammatical Structures in Use: -Zero conditional: Expressing general truths of facts and cause-effect relationships. -First Conditional (1): Expressing real or possible situations in the future, where one action or event depends on another. -Use of Comparative and Superlative Adjectives: Comparative Adjectives: Expressing how to compare two things or people and show which one has more or less of a particular quality. Superlative Adjectives: Describing the highest or		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				lowest degree of quality, when comparing three or more things or people. Functions of the Target Grammatical Structures in Use: -Use of Second Conditional (2): Expressing unreal, hypothetical, or unlikely situations in the present or future, and their possible results. -Use of "If Only": Expressing regret or strong wishes for a different present or past situation -Use of "Wish (Was/ Were)": Expressing desires, regrets, or hypothetical situations contrary to the current reality (especially about present). -Adjectives with "-ing and -ed" Endings: Describing the thing or situation that causes feelings or emotions, and characteristics. Target Social Language Expressions in Use: She's in high spirits. Let's clear the air with this problem! You should recharge your batteries! Target Phonological Sounds in Use: Consonant: r Consonant r: (/ (Br), silent /r/ (Br), / (AmE), / (AmE), silent /r/ (Br)) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
26	5–9 Nisan	20	Theme 12: Famıly Lıfe And The Future	Sub-themes: "Family members' future aspirations; family members' dreams and ambitions"	ENG.PREP.12.L1.Students can prepare and get ready for listening (to)/watching about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.L2. Students can bring together the information in the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.L3. Students can make sense of and derive meaning from the current content on "family life and the	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students write and design a project on

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family members' aspirations and goals: Nouns: An achievement, an aspiration, an ambition, a challenge, an effort, an occupation, a passion, a qualification, a talent, a vision, confidence, a dream. Vocabulary for describing character traits: Adjectives: Ambitious, capable, confident, determined, hopeful, passionate, committed, goal-oriented, successful, gifted. Vocabulary for achievement: Verbs: To achieve, to aim, to aspire, to apply, to choose, to dream, to focus, to improve, to succeed, to desire. Vocabulary for family members' dreams and ambitions: Nouns: An ambition, an arrangement, a degree, a desire, a goal, a graduation, a profession, an opportunity, a skill, a task. Verbs: To accomplish, to arrange, to choose, to develop, to wish. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".	future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" in relation to themselves or others, both individually and/or with others. ENG.PREP.12.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "family life and the future with family members' future aspirations; family members' dreams and ambitions" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.12.R1. Students can prepare for reading the content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" efficiently and effectively. ENG.PREP.12.R2. Students can bring information together about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" through skimming, scanning and detailed reading. ENG.PREP.12.R3. Students can make sense of and derive meaning from the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" in relation to themselves or others, both individually and/or with others. ENG.PREP.12.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life and the future with family members' future aspirations; family members' dreams and ambitions" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.12.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life and the future with family members' future aspirations; family members' dreams and ambitions", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.12.W1. Students can prepare for writing efficiently and accurately based on the current content about "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.W3. Students can construct new written content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" based on their understanding of the model(s) provided. ENG.PREP.12.W4. Students can practise producing written content based on the current theme "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.W5. Students can engage in the process of writing related to the content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.W6. Students can reconstruct their writing about the current theme on "family life and the future with family members' future aspirations; family members' dreams and ambitions" to communicate effectively about it. ENG.PREP.12.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" in relation to themselves or others, both individually and/or with others. ENG.PREP.12.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.S2. Students can analyse and understand the model content related to "family life and the future with family members' future aspirations; family members' dreams and ambitions" to support the production of spoken language. ENG.PREP.12.S3. Students can produce meaningful and accurate spoken content related to the current theme on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.S4. Students can construct meaningful spoken content about "family life and the future with family members' future aspirations; family members' dreams and ambitions" through efficient and meaningful practice. ENG.PREP.12.S5. Students can reconstruct the information about "family life and the future with family members' future aspirations; family members' dreams and ambitions" when communicating with others. ENG.PREP.12.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking	"Family Members' Future Aspirations, Dreams, and Ambitions." They will describe the ideal aspirations and ambitions of family members, including the roles each person plays in supporting these dreams, the skills needed, and the actions taken to achieve these goals. They will write scripts for each role, illustrating how each family member works toward their individual aspirations, whether it's academic success, career goals, or personal growth. In the class, they will act out these roles, showcasing the importance of support, motivation, and effort in achieving their dreams. The assignment will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Present Perfect Tense (Positive, Negative, and Interrogative Forms): (She's/ has achieved many personal goals through hard work and dedication.) (She hasn't / has not achieved all her personal goals yet. (Has she achieved her personal goals through hard work and dedication?) -"Question Tags" with the Perfect Tense: (You've/ have achieved the	process about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				degree you always desired, haven't you?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -Passive Voice for the Perfect Tenses (Positive, Negative, and Interrogative Forms): (The graduation ceremony has been arranged by the school administration.) (The graduation ceremony hasn't / has not been arranged by the school administration.) (Has the graduation ceremony been arranged by the school administration?) -The Present Perfect Progressive Tense (Positive, Negative, and Interrogative Forms): (He has been focusing on		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				improving his coding skills. (He hasn't / has not been focusing on improving his coding skills. (Has he been focusing on improving his coding skills?) -"Able to" (Present, Past, Perfect, Future): (My brother is able to balance his studies and his part-time job.) (Last year, my cousin was able to find a job abroad after months of searching.) (Have you been able to decide which university you want to apply to?) (My sister will be able to travel more when she gets her dream job.) -Verbs with Gerunds and Infinitives: (She's / is committed to improving her talent by applying herself every day.) (She aims to open her own gallery.) -Prepositional Phrases: (With dedication to her ambition, she managed to get an excellent job.) Functions of the Background Grammatical Structures: -Use of the Present Perfect Tense: Describing actions or events that started in the past and continue to the present or have present relevance. Functions of the Target Grammatical Structures in Use: -Use of the Passive Voice in the Perfect Tenses: Highlighting the recipient or result of an action rather than the doer, especially for completed actions with present relevance. -Use of the Present Perfect Progressive Tense: Indicating actions		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				that started in the past and continue into the present, often with emphasis/duration. -Use of "Able to" (Present, Past, Perfect, Future) for Possibility and Probability: Expressing ability or possibility across different time frames. -Use of Verbs with Gerund and Infinitive: Expressing preferences, intentions, or purposes through the choice depending on the verb. -Use of Prepositional Phrases: Providing additional details about time, place, cause, or manner. -Use of the "Question Tags" with the Perfect Tense and the Present Perfect Progressive Tense: Confirming or checking understanding of past actions or ongoing activities. Target Social Language Expressions in Use: We're always heart to heart as a family! My father put his foot down (about the matter)! Let's keep this in the family! She's the black sheep of the family! Being good at gardening runs in our family! Target Phonological Sounds in Use: Consonants: s, t Consonants: s: (/s/, /ʃ/, s/, ʑ/, silent /s/); t: (/ti/, ʧ/, silent /t/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
27	12–16 Nisan	20	Theme 12: Famıly Lıfe	Sub-themes: "Family	ENG.PREP.12.L1.Students can prepare and get ready for listening (to)/watching about the current content on "family	Assessment and Evaluation Scheme

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
			And The Future Theme 13: Lıfe In The Neıghbourhood, Cıty And Socıal Lıfe	members' future aspirations; family members' dreams and ambitions" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family members' aspirations and goals: Nouns: An achievement, an aspiration, an ambition, a challenge, an effort, an occupation, a passion, a qualification, a talent, a vision, confidence, a dream. Vocabulary for describing character traits: Adjectives: Ambitious, capable, confident, determined, hopeful, passionate, committed, goal-oriented, successful, gifted. Vocabulary for achievement: Verbs: To achieve, to aim, to aspire, to apply, to choose, to dream, to focus, to improve, to succeed, to desire. Vocabulary for family members' dreams and ambitions: Nouns: An ambition, an arrangement, a degree, a desire, a goal, a graduation, a profession, an opportunity, a skill, a task. Verbs: To accomplish, to arrange, to choose, to develop, to wish. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August	life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.L2. Students can bring together the information in the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.L3. Students can make sense of and derive meaning from the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" in relation to themselves or others, both individually and/or with others. ENG.PREP.12.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "family life and the future with family members' future aspirations; family members' dreams and ambitions" to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.12.R1. Students can prepare for reading the content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" efficiently and effectively. ENG.PREP.12.R2. Students can bring information together about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" through skimming, scanning and detailed reading. ENG.PREP.12.R3. Students can make sense of and derive meaning from the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" in relation to themselves or others, both individually and/or with others. ENG.PREP.12.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life and the future with family members' future aspirations; family members' dreams and ambitions" after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.12.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life and the future with family members' future aspirations; family members' dreams and ambitions", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.12.W1. Students can prepare for writing efficiently and accurately based on the current content about "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.W3. Students can construct new written content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" based on their understanding of the model(s) provided. ENG.PREP.12.W4. Students can practise producing written content based on the current theme "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.W5. Students can engage in the process of writing related to the content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.W6. Students can reconstruct their writing about the current theme on "family life and the future with family members' future aspirations; family members' dreams and ambitions" to communicate effectively about it. ENG.PREP.12.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" in relation to themselves or others, both individually and/or with others. ENG.PREP.12.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.S2. Students can analyse and understand the model content related to "family life and the future with family members' future aspirations; family members' dreams and ambitions" to support the production of spoken language. ENG.PREP.12.S3. Students can produce meaningful and accurate spoken content related to the current theme on "family life and the future with family members' future aspirations; family members' dreams and ambitions". ENG.PREP.12.S4. Students can construct meaningful spoken content about "family life and the future with family	for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students write and design a project on "Family Members' Future Aspirations, Dreams, and Ambitions." They will describe the ideal aspirations and ambitions of family members, including the roles each person plays in supporting these dreams, the skills needed, and the actions taken to achieve these goals. They will write scripts for each role, illustrating how each family member works toward their individual aspirations, whether it's academic success, career goals, or personal growth. In the class, they will act out these roles, showcasing the importance of support, motivation, and effort in achieving their dreams. The assignment will be evaluated using rubrics. Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design a detailed project exploring the cultural and historical places, festivals and events, and problems in their neighbourhood and city. The project will start by identifying significant cultural and historical sites, such as monuments, museums, or landmarks, and explaining their importance to the community. Students will also research festivals and events that take place in their area, discussing how these celebrations bring people together and reflect local traditions. Additionally, the project will focus on identifying common problems in the neighbourhood and city, such as traffic, pollution, or lack of public spaces, and students will propose practical solutions to address these issues. The project will include a written report summarising the findings, supported by visuals such as photographs, maps, or charts to enhance the presentation. Students are encouraged to interview

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Present Perfect Tense (Positive, Negative, and Interrogative Forms): (She's/ has achieved many personal goals through hard work and dedication.) (She hasn't / has not achieved all her personal goals yet. (Has she achieved her personal goals through hard work and	members' future aspirations; family members' dreams and ambitions" through efficient and meaningful practice. ENG.PREP.12.S5. Students can reconstruct the information about "family life and the future with family members' future aspirations; family members' dreams and ambitions" when communicating with others. ENG.PREP.12.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life and the future with family members' future aspirations; family members' dreams and ambitions" in relation to themselves or others, both individually and/or with others. ENG.PREP.13.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood, city and social life with 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". ENG.PREP.13.L2. Students can bring together the information in the current content on "life in the neighbourhood, city and social life with 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". ENG.PREP.13.L3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with 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". ENG.PREP.13.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the neighbourhood, city and social life with 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". in relation to themselves or others, both individually and/or with others. ENG.PREP.13.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the neighbourhood, city and social life with 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". to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.13.R1. Students can prepare for reading the content on "life in the neighbourhood, city and social life with 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". efficiently and effectively. ENG.PREP.13.R2. Students can bring information together about the current content on "life in the neighbourhood, city and social life with 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". through skimming, scanning and detailed reading. ENG.PREP.13.R3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with 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". ENG.PREP.13.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the neighbourhood, city and social life with 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". in relation to themselves or others, both individually and/or with others. ENG.PREP.13.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood, city and social life with 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". after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.13.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood, city and social life with 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"., after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.13.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood, city and social life with 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". ENG.PREP.13.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood	local residents or use other resources to gather more insights into the topics. Along with the report, students will prepare a short oral presentation to share their findings with the class, focusing on the most interesting cultural or historical aspects, key festivals, and the proposed solutions to local problems. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				dedication?) -"Question Tags" with the Perfect Tense: (You've/ have achieved the degree you always desired, haven't you?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -Passive Voice for the Perfect Tenses (Positive, Negative, and Interrogative Forms): (The graduation ceremony has been arranged by the school administration.) (The graduation ceremony hasn't / has not been arranged by the school administration.) (Has the graduation ceremony been arranged by the school administration?) -The Present Perfect	and the city". ENG.PREP.13.W3. Students can construct new written content on "life in the neighbourhood, city and social life with 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". based on their understanding of the model(s) provided. ENG.PREP.13.W4. Students can practise producing written content based on the current theme "life in the neighbourhood, city and social life with 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". ENG.PREP.13.W5. Students can engage in the process of writing related to the content on "life in the neighbourhood, city and social life with 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". ENG.PREP.13.W6. Students can reconstruct their writing about the current theme on "life in the neighbourhood, city and social life with 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". to communicate effectively about it. ENG.PREP.13.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the neighbourhood, city and social life with 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". in relation to themselves or others, both individually and/or with others. ENG.PREP.13.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the neighbourhood, city and social life with 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". ENG.PREP.13.S2. Students can analyse and understand the model content related to "life in the neighbourhood, city and social life with 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". to support the production of spoken language. ENG.PREP.13.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood, city and social life with 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". ENG.PREP.13.S4. Students can construct meaningful spoken content about "life in the neighbourhood, city and social life with 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". through efficient and meaningful practice. ENG.PREP.13.S5. Students can reconstruct the information about "life in the neighbourhood, city and social life with 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". when communicating with others. ENG.PREP.13.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the neighbourhood, city and social life with 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". in relation to themselves or others, both individually and/or with others.	

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				Progressive Tense (Positive, Negative, and Interrogative Forms): (He has been focusing on improving his coding skills. (He hasn't / has not been focusing on improving his coding skills. (Has he been focusing on improving his coding skills?) -"Able to" (Present, Past, Perfect, Future): (My brother is able to balance his studies and his part-time job.) (Last year, my cousin was able to find a job abroad after months of searching.) (Have you been able to decide which university you want to apply to?) (My sister will be able to travel more when she gets her dream job.) -Verbs with Gerunds and Infinitives: (She's / is committed to improving her talent by applying herself every day.) (She aims to open her own gallery.) -Prepositional Phrases: (With dedication to her ambition, she managed to get an excellent job.) Functions of the Background Grammatical Structures: -Use of the Present Perfect Tense: Describing actions or events that started in the past and continue to the present or have present relevance. Functions of the Target Grammatical Structures in Use: -Use of the Passive Voice in the Perfect Tenses: Highlighting the recipient or result of an action rather than the doer, especially for completed actions with		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				present relevance. -Use of the Present Perfect Progressive Tense: Indicating actions that started in the past and continue into the present, often with emphasis/duration. -Use of "Able to" (Present, Past, Perfect, Future) for Possibility and Probability: Expressing ability or possibility across different time frames. -Use of Verbs with Gerund and Infinitive: Expressing preferences, intentions, or purposes through the choice depending on the verb. -Use of Prepositional Phrases: Providing additional details about time, place, cause, or manner. -Use of the "Question Tags" with the Perfect Tense and the Present Perfect Progressive Tense: Confirming or checking understanding of past actions or ongoing activities. Target Social Language Expressions in Use: We're always heart to heart as a family! My father put his foot down (about the matter)! Let's keep this in the family! She's the black sheep of the family! Being good at gardening runs in our family! Target Phonological Sounds in Use: Consonants: s, t Consonants: s: (/s/, /ʃ/, s/, ʒ/, silent /s/); t: (/ti/, t/, silent /t/) *(Phonetic symbols will not be taught. Only sounds will be practised		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				through the target words in the theme.) Sub-themes: “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” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for cultural and historical places in the neighbourhood and the city: Nouns: A (historic) arch, architecture, a castle, a cathedral, a (historic) city wall, a column, a community centre, an exhibition, a fountain, a gallery, a monument, a mosque, a museum, a palace, ruins, a square, a statue, a temple, a theatre, a tomb, a tower. Adjectives: Ancient, artistic, cultural, decorative, famous, historical, local, modern, scenic, significant, traditional, unique, urban. Vocabulary for festivals and events in the neighbourhood and the city: Nouns: An (art) exhibition, a carnival, a celebration, a cultural event, a festival, a parade, a performance, a theatre show. Adjectives: Annual, artistic, cultural, exciting, famous, historical, local, magnificent, memorable, remarkable, significant, traditional, unique, vibrant. Verbs: To celebrate, to attend, to organise, to participate, to promote, to enjoy, to		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				display, to experience, to showcase. Vocabulary for problems in the neighbourhood and the city: Nouns: Air pollution, a broken road, rubbish (garbage, trash-AmE), litter, a noise pollution, overcrowding, traffic, waste, water pollution. Adjectives: Crowded, unsafe. Verbs: to fix, to reduce, to solve. Vocabulary for the problems in the neighbourhood: Nouns: Location, locals (people). Adjectives: Local, located, Vocabulary for solutions to the problems in the neighbourhood: Nouns: Accommodation, housing, Verbs: to report. Vocabulary for the sustainability in the neighbourhood: Nouns: Green projects, a green space, a recycling bin shelter. Verbs: to recycle. Vocabulary for eating outside in the neighbourhood: Nouns: A starter (appetiser-AmE), a takeaway, a street vendor, a delivery. Vocabulary for the projects for food maintenance and delivery: Nouns: A meal, an event, a waste. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -"Shall" for Suggestions and Polite Offers: (Positive, Negative, and Interrogative Forms): Shall we attend the meeting?) -"Can" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Can you tell me the fastest way to get to the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				city centre?) -"Might" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Might we take a different route to the concert to avoid traffic? *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -Passive Voice with Modals: (Positive, Negative, and Interrogative Forms): (The streets must be cleaned every morning. The streets can’t be / cannot be cleaned in the morning. Might the streets be cleaned in the morning?) -"Shall" for Suggestions		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				and Polite Offers: (Positive, Negative, and Interrogative Forms): Shall we attend the meeting?) -"Can" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Can you tell me the fastest way to get to the city centre?) -"Might" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Might we take a different route to the concert to avoid traffic?) Functions of the Background Grammatical Structures in Use: -Use of "Shall" for Suggestions and Polite Offers: Expressing a willingness to do something for someone and making polite suggestions and/or offers, usually with the first person (I/we). -Use of "Can" for Polite requests and Probability: Making polite requests, especially when asking for permission or asking someone to do something, and expressing possibility or probability, particularly when something is likely or achievable. -Use of "Might" for Polite requests and Probability: Expressing more formal or tentative polite requests than "can", showing respect and politeness when asking for permission or making a suggestion. Expressing probability or possibility		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				when something is less certain than with "can" or "will". Functions of the Target Grammatical Structures in Use: -Use of Passive Voice with Modals: Emphasising the action or the object of the sentence rather than the subject, especially when the doer is unknown, implied or unimportant. -Use of "Shall" for Suggestions and Polite Offers: Expressing a willingness to do something for someone and making polite suggestions and/or offers, usually with the first person (I/we). -Use of "Can" for Polite requests and Probability: Making polite requests, especially when asking for permission or asking someone to do something, and expressing possibility or probability, particularly when something is likely or achievable. -Use of "Might" for Polite requests and Probability: Expressing more formal or tentative polite requests than "can", showing respect and politeness when asking for permission or making a suggestion. Expressing probability or possibility when something is less certain than with "can" or "will". Target Social Language Expressions in Use: That’s a blast from the past! This museum is steeped in history! This historical ruin is a window into the past!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				This food festival is a feast for the senses! This city never sleeps! Target Phonological Sounds in Use: Vowel: u Vowel: u: (/ju /, / /, /ju /, silent /u/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
28	19–23 Nisan	20	Theme 13: Lıfe In The Neıghbourhood, Cıty And Socıal Lıfe	Sub-themes: “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” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for cultural and historical places in the neighbourhood and the city: Nouns: A (historic) arch, architecture, a castle, a cathedral, a (historic) city wall, a column, a community centre, an exhibition, a fountain, a gallery, a monument, a mosque, a museum, a palace, ruins, a square, a statue, a temple, a theatre, a tomb, a tower. Adjectives: Ancient, artistic, cultural, decorative, famous, historical, local, modern, scenic, significant, traditional, unique, urban. Vocabulary for festivals and events in the neighbourhood and the city: Nouns: An (art) exhibition, a carnival, a celebration, a cultural event, a festival, a	ENG.PREP.13.L1.Students can prepare and get ready for listening (to)/watching about the current content on “life in the neighbourhood, city and social life with 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”. ENG.PREP.13.L2. Students can bring together the information in the current content on “life in the neighbourhood, city and social life with 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”. ENG.PREP.13.L3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood, city and social life with 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”. ENG.PREP.13.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the neighbourhood, city and social life with 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”. in relation to themselves or others, both individually and/or with others. ENG.PREP.13.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the neighbourhood, city and social life with 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”. to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.13.R1. Students can prepare for reading the content on “life in the neighbourhood, city and social life with 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”. efficiently and effectively. ENG.PREP.13.R2. Students can bring information together about the current content on “life in the neighbourhood, city and social life with 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”. through skimming, scanning and detailed reading. ENG.PREP.13.R3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood, city and social life with 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”. ENG.PREP.13.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the neighbourhood, city and social life with 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”. in relation to themselves or others, both individually and/or with others. ENG.PREP.13.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood, city and social life with 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”. after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.13.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood, city and social life with 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”., after recognising them in context and developing their conscious and inductive	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design a detailed project exploring the cultural and historical places, festivals and events, and problems in their neighbourhood and city. The project will start by identifying significant cultural and historical sites, such as monuments, museums, or landmarks, and explaining their importance to the community. Students will also research festivals and events that take place in their area, discussing how these celebrations bring people together and reflect local traditions. Additionally, the project will focus on identifying common problems in the neighbourhood and city, such as traffic, pollution, or lack of public spaces, and students will propose practical solutions to address these issues. The project will include a written report summarising the findings, supported by visuals such as photographs, maps, or charts to enhance the presentation. Students are encouraged to interview local residents or use other resources to gather more insights into the topics. Along with the report, students will prepare a short oral presentation to share their findings with the class, focusing on the most interesting cultural or historical aspects, key festivals, and the proposed solutions to local problems. The assignment will be evaluated by

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				parade, a performance, a theatre show. Adjectives: Annual, artistic, cultural, exciting, famous, historical, local, magnificent, memorable, remarkable, significant, traditional, unique, vibrant. Verbs: To celebrate, to attend, to organise, to participate, to promote, to enjoy, to display, to experience, to showcase. Vocabulary for problems in the neighbourhood and the city: Nouns: Air pollution, a broken road, rubbish (garbage, trash-AmE), litter, a noise pollution, overcrowding, traffic, waste, water pollution. Adjectives: Crowded, unsafe. Verbs: to fix, to reduce, to solve. Vocabulary for the problems in the neighbourhood: Nouns: Location, locals (people). Adjectives: Local, located, Vocabulary for solutions to the problems in the neighbourhood: Nouns: Accommodation, housing, Verbs: to report. Vocabulary for the sustainability in the neighbourhood: Nouns: Green projects, a green space, a recycling bin shelter. Verbs: to recycle. Vocabulary for eating outside in the neighbourhood: Nouns: A starter (appetiser-AmE), a takeaway, a street vendor, a delivery. Vocabulary for the projects for food maintenance and delivery: Nouns: A meal, an event,	grammaring skills through consciousness-raising and discovery. ENG.PREP.13.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the neighbourhood, city and social life with 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”. ENG.PREP.13.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the neighbourhood, city and social life with 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”. ENG.PREP.13.W3. Students can construct new written content on “life in the neighbourhood, city and social life with 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”. based on their understanding of the model(s) provided. ENG.PREP.13.W4. Students can practise producing written content based on the current theme “life in the neighbourhood, city and social life with 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”. ENG.PREP.13.W5. Students can engage in the process of writing related to the content on “life in the neighbourhood, city and social life with 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”. ENG.PREP.13.W6. Students can reconstruct their writing about the current theme on “life in the neighbourhood, city and social life with 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”. to communicate effectively about it. ENG.PREP.13.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the neighbourhood, city and social life with 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”. in relation to themselves or others, both individually and/or with others. ENG.PREP.13.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the neighbourhood, city and social life with 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”. ENG.PREP.13.S2. Students can analyse and understand the model content related to “life in the neighbourhood, city and social life with 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”. to support the production of spoken language. ENG.PREP.13.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the neighbourhood, city and social life with 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”. ENG.PREP.13.S4. Students can construct meaningful spoken content about “life in the neighbourhood, city and social life with 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”. through efficient and meaningful practice. ENG.PREP.13.S5. Students can reconstruct the information about “life in the neighbourhood, city and social life with 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”. when communicating with others. ENG.PREP.13.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the neighbourhood, city and social life with 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”. in relation to themselves or others, both individually and/or with others.	using rubrics. Ulusal Egemenlik ve Çocuk Bayramı (23 Nisan)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a waste. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -"Shall" for Suggestions		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				and Polite Offers: (Positive, Negative, and Interrogative Forms): Shall we attend the meeting?) -"Can" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Can you tell me the fastest way to get to the city centre?) -"Might" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Might we take a different route to the concert to avoid traffic? *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -Passive Voice with		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Modals: (Positive, Negative, and Interrogative Forms): (The streets must be cleaned every morning. The streets can’t be / cannot be cleaned in the morning. Might the streets be cleaned in the morning?) -"Shall" for Suggestions and Polite Offers: (Positive, Negative, and Interrogative Forms): Shall we attend the meeting?) -"Can" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Can you tell me the fastest way to get to the city centre?) -"Might" for Polite Requests and Probability: (Positive, Negative, and Interrogative Forms): Might we take a different route to the concert to avoid traffic?) Functions of the Background Grammatical Structures in Use: -Use of "Shall" for Suggestions and Polite Offers: Expressing a willingness to do something for someone and making polite suggestions and/or offers, usually with the first person (I/we). -Use of "Can" for Polite requests and Probability: Making polite requests, especially when asking for permission or asking someone to do something, and expressing possibility or probability, particularly when something is likely		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				or achievable. -Use of "Might" for Polite requests and Probability: Expressing more formal or tentative polite requests than "can", showing respect and politeness when asking for permission or making a suggestion. Expressing probability or possibility when something is less certain than with "can" or "will". Functions of the Target Grammatical Structures in Use: -Use of Passive Voice with Modals: Emphasising the action or the object of the sentence rather than the subject, especially when the doer is unknown, implied or unimportant. -Use of "Shall" for Suggestions and Polite Offers: Expressing a willingness to do something for someone and making polite suggestions and/or offers, usually with the first person (I/we). -Use of "Can" for Polite requests and Probability: Making polite requests, especially when asking for permission or asking someone to do something, and expressing possibility or probability, particularly when something is likely or achievable. -Use of "Might" for Polite requests and Probability: Expressing more formal or tentative polite requests than "can", showing respect and politeness when asking for permission or making a suggestion. Expressing		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				probability or possibility when something is less certain than with "can" or "will". Target Social Language Expressions in Use: That's a blast from the past! This museum is steeped in history! This historical ruin is a window into the past! This food festival is a feast for the senses! This city never sleeps! Target Phonological Sounds in Use: Vowel: u Vowel: u: (/ju /, / /, /ju /, silent /u/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
29	26–30 Nisan	20	Theme 14: Lıfe In The World And Culture	Sub-themes: "Capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for capitals of countries: London- England, Berlin-Germany, Madrid- Spain, Athens- Greece, Vienna-Austria, Beijing- China, Islamabad- Pakistan, Seoul-South Korea, Washington, D.C. -the USA, Moscow-Russia, Baku-Azerbaijan, Nur-Sultan-Kazakhstan, Ashgabat- Turkmenistan, Bishkek- Kyrgyzstan, Tashkent- Uzbekistan, Budapest- Hungary, Lefkosia (Nicosia) - Turkish Republic of Northern Cyprus, Rome-Italy, Paris-France.	ENG.PREP.14.L1.Students can prepare and get ready for listening (to)/watching about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.L2. Students can bring together the information in the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.L3. Students can make sense of and derive meaning from the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". in relation to themselves or others, both individually and/or with others. ENG.PREP.14.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.14.R1. Students can prepare for reading the content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". efficiently and effectively. ENG.PREP.14.R2. Students can bring information together about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". through skimming, scanning and detailed reading. ENG.PREP.14.R3. Students can make sense of and derive meaning from the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". in relation to themselves or	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design and write a project about their ideal world tour. In this project, they will focus on different capitals of countries, famous landmarks, and cultural differences in various cities. They will describe their ideal travel experiences, including the roles and activities of people in these cities. Students will write scripts for the characters representing different countries, landmarks, and local traditions. These characters will act out various scenarios and interactions to showcase cultural diversity and famous attractions. The assignment will be evaluated using rubrics. Kût'ül Amâre Zaferi (29 Nisan)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for landmarks and famous places in capitals and cities: Nouns: A tourist attraction, a historical site, a city hall, an embassy, a world heritage (site), population. Verbs:To go abroad, to go sightseeing, to explore, to admire, to represent, to protect, to preserve, to walk around. Landmarks: The Hagia Sophia Grand Mosque-Türkiye, Blue Mosque-Türkiye, Eiffel Tower-France, Taj Mahal-India, Colosseum-Italy, Big Ben -London, Sydney Opera House- Australia, Galata Tower- Türkiye, Sagrada Familia- Spain, the Pyramids of Giza- Egypt, the Great wall of China-China, Adjectives: Iconic, historic, ancient, modern, impressive, breathtaking, awesome, must-see, (to be) worth seeing, inspiring. Vocabulary for cultural differences in different parts of the world: Nouns: Culture, festivals, traditions, customs, beliefs, superstitions, hospitality, cuisine, religion, traditional dresses, similarities. Adjectives: Multicultural, familiar, foreign, tolerant. Verbs: To greet, to respect, to adapt, to celebrate, to influence, to compare, to experience, to be aware. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May	others, both individually and/or with others. ENG.PREP.14.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.14.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world"., after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.14.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.W3. Students can construct new written content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". based on their understanding of the model(s) provided. ENG.PREP.14.W4. Students can practise producing written content based on the current theme "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.W5. Students can engage in the process of writing related to the content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.W6. Students can reconstruct their writing about the current theme on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". to communicate effectively about it. ENG.PREP.14.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". in relation to themselves or others, both individually and/or with others. ENG.PREP.14.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.S2. Students can analyse and understand the model content related to "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". to support the production of spoken language. ENG.PREP.14.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.S4. Students can construct meaningful spoken content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". through efficient and meaningful practice. ENG.PREP.14.S5. Students can reconstruct the information about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". when communicating with others. ENG.PREP.14.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use (Positive, Negative, and Interrogative Forms): -The Simple Present Tense: (She always admires the architecture of the Blue Mosque in İstanbul.) -The Present Progressive		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Tense-: (They’re / are visiting the Pyramids of Giza now.) -The Present Perfect Tense: (I’ve / have visited the Hagia Sofia many times so far.) -The Present Perfect Progressive Tense: (He’s / has been exploring the historic sites in Türkiye since last month.) -The Simple Past Tense: (She visited the Great Wall of China last year.) -The Past Progressive Tense: (He was walking around the Colosseum in Rome when it started to rain.) -The Simple Future Tense): (She’ll / will go sightseeing in Madrid next week.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				language. Target Grammatical Structures in Use: -The Past Perfect Tense (Positive, Negative, and Interrogative Forms): (We had visited the museum before we had lunch. We hadn't /had not visited the museum before we had lunch. Had you visited the museum before you had lunch?) -Reported Speech with Mixed Tenses (Positive, Negative, and Interrogative Forms): (The Simple Present Tense): (She said that she admired the architecture of the Blue Mosque in İstanbul.) (The Present Progressive Tense): (They told us that they were visiting the Pyramids of Giza the following day.)(The Present Perfect Tense): (He reported that he had explored the historic sites in Türkiye.) (The Present Perfect Progressive Tense): (She said that she had been admiring the Galata Tower for years.) (The Simple Past Tense): (She said that she had visited the Great Wall of China the previous year.) (The Past Perfect Tense): (He said that he had already seen the Sydney Opera House before visiting the museum.) (The Simple Future Tense): (She said that she would go sightseeing in Madrid the following week.) (Be Going to Future Tense): (They asked if they were going to visit		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				the Taj Mahal that summer.) Verbs: To say, to tell, to ask, to report, to order, to request. Answers: with: “Yes and no”. -Modals in the past (Could/Should/Would/ Might have V3) (Positive, Negative, and Interrogative Forms): Could have + V3: (Expressing ability: She could have finished the project but she didn’t / did not have enough resources.) Should have + V3: (Expressing advice: He should have explored the historical sites in Berlin last summer.) Would have + V3: (Expressing hypothetical situations: They would have gone sightseeing in Paris if they had had more time.) May have + V3: (Expressing past possibility: He may have been to the Colosseum, but I’m not sure). Might have + V3: (Expressing uncertainty or possibility: She might have visited the Eiffel Tower when she was in France). -Be Going to Future Tense: (They’re / are going to visit the Taj Mahal this summer.) Functions of the Background Grammatical Structures in Use: -The Simple Present Tense: Expressing, habits, routines, and facts. -The Present Progressive Tense-: Expressing actions happening now. -The Present Perfect Tense: Expressing		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				actions done at an unspecified time until now. -The Present Perfect Progressive Tense: Expression actions that started in the past and are still continuing. -The Simple Past Tense: Expressing actions finished in the past. -The Past Progressive Tense: Expressing actions happening at a specific moment in the past. -The Simple Future Tense): Expressing future actions and/or plans. -Be Going to Future Tense: Expressing planned future actions. Functions of the Target Grammatical Structures in Use: -Use of the Reported Speech: Expressing what someone else has said, asked, or instructed (by changing verb tenses, pronouns, and time expressions appropriately) to reflect indirect speech. -Use of the Past Perfect Tense: Describing one past action or event happened before another past action or event. (It makes the order of past events clear.) -Use of Modals in the past (Could/Should/ Would/Might have V3): Expressing unrealised possibilities or abilities, advice or criticism about past actions, hypothetical or imagined situations, and uncertainty about whether something happened. Target Social Language		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Expressions in Use: All roads lead to Rome! Ankara is the heartbeat of our nation! Power meets culture there! A bridge to the past! A melting pot of cultures! Target Phonological Sounds in Use: Consonants: v, w Consonants: v: (/viː /, /v/); w: (/w/), silent /w/). *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
30	3–7 Mayıs	20	Theme 14: Lıfe In The World And Culture	Sub-themes: “Capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for capitals of countries: London- England, Berlin-Germany, Madrid- Spain, Athens- Greece, Vienna-Austria, Beijing- China, Islamabad- Pakistan, Seoul-South Korea, Washington, D.C. -the USA, Moscow-Russia, Baku-Azerbaijan, Nur-Sultan-Kazakhstan, Ashgabat- Turkmenistan, Bishkek- Kyrgyzstan, Tashkent- Uzbekistan, Budapest- Hungary, Lefkosia (Nicosia) - Turkish Republic of Northern Cyprus, Rome-Italy, Paris-France. Vocabulary for landmarks and famous places in capitals and cities: Nouns: A tourist attraction, a historical	ENG.PREP.14.L1.Students can prepare and get ready for listening (to)/watching about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world”. ENG.PREP.14.L2. Students can bring together the information in the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world”. ENG.PREP.14.L3. Students can make sense of and derive meaning from the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world”. ENG.PREP.14.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world”. in relation to themselves or others, both individually and/or with others. ENG.PREP.14.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world”. to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.14.R1. Students can prepare for reading the content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world”. efficiently and effectively. ENG.PREP.14.R2. Students can bring information together about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world”. through skimming, scanning and detailed reading. ENG.PREP.14.R3. Students can make sense of and derive meaning from the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world”. ENG.PREP.14.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world”. in relation to themselves or others, both individually and/or with others. ENG.PREP.14.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world”. after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.14.G1. Students can select and use target grammatical language items efficiently, effectively, and	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design and write a project about their ideal world tour. In this project, they will focus on different capitals of countries, famous landmarks, and cultural differences in various cities. They will describe their ideal travel experiences, including the roles and activities of people in these cities. Students will write scripts for the characters representing different countries, landmarks, and local traditions. These characters will act out various scenarios and interactions to showcase cultural diversity and famous attractions. The assignment will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				site, a city hall, an embassy, a world heritage (site), population. Verbs:To go abroad, to go sightseeing, to explore, to admire, to represent, to protect, to preserve, to walk around. Landmarks: The Hagia Sophia Grand Mosque- Türkiye, Blue Mosque- Türkiye, Eiffel Tower- France, Taj Mahal-India, Colosseum-Italy, Big Ben -London, Sydney Opera House- Australia, Galata Tower- Türkiye, Sagrada Familia- Spain, the Pyramids of Giza- Egypt, the Great wall of China- China, Adjectives: Iconic, historic, ancient, modern, impressive, breathtaking, awesome, must-see, (to be) worth seeing, inspiring. Vocabulary for cultural differences in different parts of the world: Nouns: Culture, festivals, traditions, customs, beliefs, superstitions, hospitality, cuisine, religion, traditional dresses, similarities. Adjectives: Multicultural, familiar, foreign, tolerant. Verbs: To greet, to respect, to adapt, to celebrate, to influence, to compare, to experience, to be aware. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr	accurately, based on the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world"., after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.14.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.W3. Students can construct new written content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". based on their understanding of the model(s) provided. ENG.PREP.14.W4. Students can practise producing written content based on the current theme "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.W5. Students can engage in the process of writing related to the content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.W6. Students can reconstruct their writing about the current theme on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". to communicate effectively about it. ENG.PREP.14.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". in relation to themselves or others, both individually and/or with others. ENG.PREP.14.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.S2. Students can analyse and understand the model content related to "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". to support the production of spoken language. ENG.PREP.14.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". ENG.PREP.14.S4. Students can construct meaningful spoken content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". through efficient and meaningful practice. ENG.PREP.14.S5. Students can reconstruct the information about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". when communicating with others. ENG.PREP.14.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world". in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use (Positive, Negative, and Interrogative Forms): -The Simple Present Tense: (She always admires the architecture of the Blue Mosque in İstanbul.) -The Present Progressive Tense-: (They're / are visiting the Pyramids of Giza now.) -The Present Perfect Tense: (I've / have visited the Hagia Sofia		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				many times so far.) -The Present Perfect Progressive Tense: (He's / has been exploring the historic sites in Türkiye since last month.) -The Simple Past Tense: (She visited the Great Wall of China last year.) -The Past Progressive Tense: (He was walking around the Colosseum in Rome when it started to rain.) -The Simple Future Tense): (She'll / will go sightseeing in Madrid next week.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Past Perfect Tense (Positive, Negative, and Interrogative Forms):		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(We had visited the museum before we had lunch. We hadn't /had not visited the museum before we had lunch. Had you visited the museum before you had lunch?) -Reported Speech with Mixed Tenses (Positive, Negative, and Interrogative Forms): (The Simple Present Tense): (She said that she admired the architecture of the Blue Mosque in İstanbul.) (The Present Progressive Tense): (They told us that they were visiting the Pyramids of Giza the following day.)(The Present Perfect Tense): (He reported that he had explored the historic sites in Türkiye.) (The Present Perfect Progressive Tense): (She said that she had been admiring the Galata Tower for years.) (The Simple Past Tense): (She said that she had visited the Great Wall of China the previous year.) (The Past Perfect Tense): (He said that he had already seen the Sydney Opera House before visiting the museum.) (The Simple Future Tense): (She said that she would go sightseeing in Madrid the following week.) (Be Going to Future Tense): (They asked if they were going to visit the Taj Mahal that summer.) Verbs: To say, to tell, to ask, to report, to order, to request. Answers: with: "Yes and no".		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Modals in the past (Could/Should/Would/ Might have V3) (Positive, Negative, and Interrogative Forms): Could have + V3: (Expressing ability: She could have finished the project but she didn't / did not have enough resources.) Should have + V3: (Expressing advice: He should have explored the historical sites in Berlin last summer.) Would have + V3: (Expressing hypothetical situations: They would have gone sightseeing in Paris if they had had more time.) May have + V3: (Expressing past possibility: He may have been to the Colosseum, but I'm not sure). Might have + V3: (Expressing uncertainty or possibility: She might have visited the Eiffel Tower when she was in France). -Be Going to Future Tense: (They're / are going to visit the Taj Mahal this summer.) Functions of the Background Grammatical Structures in Use: -The Simple Present Tense: Expressing, habits, routines, and facts. -The Present Progressive Tense-: Expressing actions happening now. -The Present Perfect Tense: Expressing actions done at an unspecified time until now. -The Present Perfect Progressive Tense: Expression actions that		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				started in the past and are still continuing. -The Simple Past Tense: Expressing actions finished in the past. -The Past Progressive Tense: Expressing actions happening at a specific moment in the past. -The Simple Future Tense): Expressing future actions and/or plans. -Be Going to Future Tense: Expressing planned future actions. Functions of the Target Grammatical Structures in Use: -Use of the Reported Speech: Expressing what someone else has said, asked, or instructed (by changing verb tenses, pronouns, and time expressions appropriately) to reflect indirect speech. -Use of the Past Perfect Tense: Describing one past action or event happened before another past action or event. (It makes the order of past events clear.) -Use of Modals in the past (Could/Should/ Would/Might have V3): Expressing unrealised possibilities or abilities, advice or criticism about past actions, hypothetical or imagined situations, and uncertainty about whether something happened. Target Social Language Expressions in Use: All roads lead to Rome! Ankara is the heartbeat of our nation! Power meets culture there!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				A bridge to the past! A melting pot of cultures! Target Phonological Sounds in Use: Consonants: v, w Consonants: v: (/viː /, /v/); w: (/w/), silent /w/). *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
31	10–14 Mayıs	20	Theme 15: Lıfe In Nature And Global Problems	Sub-themes: "Natural resources, animals in nature and their habitats, protecting natural resources and animals" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural resources: Nouns: Habitat, effect, recycling, sustainability, conservation, protection, pollution, erosion, destruction, waste, shortage. Vocabulary for types of natural resources: Nouns: Renewable resources (solar energy, wind energy, and hydroelectric power), non-renewable resources (coal, natural gas, and crude oil), living resources (forests, animals, and marine life), non-living resources (minerals like iron and gold, and resources like air and water). Vocabulary for the use of natural resources: Verbs: To generate, to supply, to maintain, to consume, to waste. Vocabulary for the protection of natural resources: Verbs: To protect, to preserve, to support, to prevent, to avoid, to	ENG.PREP.15.L1.Students can prepare and get ready for listening (to)/watching about the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”. ENG.PREP.15.L2. Students can bring together the information in the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”. ENG.PREP.15.L3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”. ENG.PREP.15.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” in relation to themselves or others, both individually and/or with others. ENG.PREP.15.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.15.R1. Students can prepare for reading the content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” efficiently and effectively. ENG.PREP.15.R2. Students can bring information together about the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” through skimming, scanning and detailed reading. ENG.PREP.15.R3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”. ENG.PREP.15.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” in relation to themselves or others, both individually and/or with others. ENG.PREP.15.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.15.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.15.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”. ENG.PREP.15.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in nature and global problems with natural resources, animals in nature and their	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design and present a project that explores the challenges and solutions related to natural resources, wildlife, and environmental protection. They will research the importance of conserving natural resources and animal habitats, analyse the effects of human activity on nature, and propose actionable steps for a more sustainable future. As part of the project, students will write reports, create visual aids (such as posters or presentations), and role-play as conservationists, scientists, or environmental activists. They will simulate scenarios like addressing climate change, protecting endangered species, or raising awareness about sustainable practices. The assignment will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				reuse, to recycle, to restore, to replant, to affect, to pollute, to reduce, to destroy, to damage, to conserve. Phrases for natural resources: Greenhouse gases, greenhouse effect, carbon footprint, global warming, climate change, fossil fuel, energy/resource consumption, energy efficiency, clean energy, zero waste, wildlife preservation, sustainable development, eco-friendly. Vocabulary for types of animals: Nouns: Mammal, reptile, amphibian, insect, carnivore, herbivore, omnivore, endangered species. Vocabulary for animal behaviours (behavior AmE.): Nouns: Predator, prey, species, hunting, nesting. Vocabulary for animal habitats: Nouns: Habitat loss, hunting, poaching, extinction, a jungle, a desert, a savanna, wetland, grassland, steppe. Vocabulary for animal features: Nouns: A scale, a claw, a horn, a beak, a trunk, a whisker, a fin. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr	habitats, protecting natural resources and animals". ENG.PREP.15.W3. Students can construct new written content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" based on their understanding of the model(s) provided. ENG.PREP.15.W4. Students can practise producing written content based on the current theme "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals". ENG.PREP.15.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals". ENG.PREP.15.W6. Students can reconstruct their writing about the current theme on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" to communicate effectively about it. ENG.PREP.15.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" in relation to themselves or others, both individually and/or with others. ENG.PREP.15.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals". ENG.PREP.15.S2. Students can analyse and understand the model content related to "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" to support the production of spoken language. ENG.PREP.15.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals". ENG.PREP.15.S4. Students can construct meaningful spoken content about "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" through efficient and meaningful practice. ENG.PREP.15.S5. Students can reconstruct the information about "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" when communicating with others. ENG.PREP.15.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use -The Past Perfect Tense: (Positive, Negative, and Interrogative Forms): (The team had cleaned the beach before the tourists came). The team hadn't / had not cleaned the beach before the tourists came). (Had the team cleaned the beach before the tourists came?) -Needn't, Mustn't (for		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Obligation): (You needn't come to shopping if you are busy) (You mustn't go out of the school now.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Past Perfect Progressive Tense: (Positive, Negative, and Interrogative Forms) (The volunteers had been helping animals before the fire ended. The volunteers hadn't / had not been helping animals before the fire ended. Had the volunteers been helping animals before the fire ended?) -Third Conditional (3) (Unreal Past Situations): If he had studied harder,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				he would have passed the exam); (Hypothetical outcomes in the past: We would have met at the café, if you had remembered); (Regret or criticism: If I had known about traffic, I would have left earlier.) Functions of the Background Grammatical Structures in Use: -Use of the Past Perfect Tense: Describing an action or state completed before another action or point in the past. -Use of "Needn't, Mustn't (for obligation)": Expressing strong obligation (and prohibition) not to do something. Functions of the Target Grammatical Structures in Use: -Use of the Past Perfect Progressive Tense: Describes an action that was going over a period of time before another action or point in the past. -Use of the Third Conditional (3): Expressing an unreal past situation and its imagined (hypothetical) result situations. -Use of Modals in the past with the Third Conditional (3): Expressing lack of necessity and absence of obligation. Target Social Language Expressions in Use: Let's put a drop in the ocean! Our forests are running on empty! Live off the land! That's the tip of the iceberg!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Pollution is a cloud on the horizon! Target Phonological Sounds in Use: Consonants: x, y Consonants: x: (/ks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /iː/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
32	17–21 Mayıs	20	Theme 15: Lıfe In Nature And Global Problems	Sub-themes: "Natural resources, animals in nature and their habitats, protecting natural resources and animals" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural resources: Nouns: Habitat, effect, recycling, sustainability, conservation, protection, pollution, erosion, destruction, waste, shortage. Vocabulary for types of natural resources: Nouns: Renewable resources (solar energy, wind energy, and hydroelectric power), non-renewable resources (coal, natural gas, and crude oil), living resources (forests, animals, and marine life), non-living resources (minerals like iron and gold, and resources like air and water). Vocabulary for the use of natural resources: Verbs: To generate, to supply, to maintain, to consume, to waste. Vocabulary for the protection of natural resources: Verbs: To protect, to preserve, to support, to prevent, to avoid, to	ENG.PREP.15.L1.Students can prepare and get ready for listening (to)/watching about the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”. ENG.PREP.15.L2. Students can bring together the information in the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”. ENG.PREP.15.L3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”. ENG.PREP.15.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” in relation to themselves or others, both individually and/or with others. ENG.PREP.15.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.15.R1. Students can prepare for reading the content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” efficiently and effectively. ENG.PREP.15.R2. Students can bring information together about the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” through skimming, scanning and detailed reading. ENG.PREP.15.R3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”. ENG.PREP.15.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” in relation to themselves or others, both individually and/or with others. ENG.PREP.15.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.15.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.15.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals”. ENG.PREP.15.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in nature and global problems with natural resources, animals in nature and their	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design and present a project that explores the challenges and solutions related to natural resources, wildlife, and environmental protection. They will research the importance of conserving natural resources and animal habitats, analyse the effects of human activity on nature, and propose actionable steps for a more sustainable future. As part of the project, students will write reports, create visual aids (such as posters or presentations), and role-play as conservationists, scientists, or environmental activists. They will simulate scenarios like addressing climate change, protecting endangered species, or raising awareness about sustainable practices. The assignment will be evaluated using rubrics. Atatürk'ü Anma ve Gençlik ve Spor Bayramı (19 Mayıs)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				reuse, to recycle, to restore, to replant, to affect, to pollute, to reduce, to destroy, to damage, to conserve. Phrases for natural resources: Greenhouse gases, greenhouse effect, carbon footprint, global warming, climate change, fossil fuel, energy/resource consumption, energy efficiency, clean energy, zero waste, wildlife preservation, sustainable development, eco-friendly. Vocabulary for types of animals: Nouns: Mammal, reptile, amphibian, insect, carnivore, herbivore, omnivore, endangered species. Vocabulary for animal behaviours (behavior AmE.): Nouns: Predator, prey, species, hunting, nesting. Vocabulary for animal habitats: Nouns: Habitat loss, hunting, poaching, extinction, a jungle, a desert, a savanna, wetland, grassland, steppe. Vocabulary for animal features: Nouns: A scale, a claw, a horn, a beak, a trunk, a whisker, a fin. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr	habitats, protecting natural resources and animals". ENG.PREP.15.W3. Students can construct new written content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" based on their understanding of the model(s) provided. ENG.PREP.15.W4. Students can practise producing written content based on the current theme "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals". ENG.PREP.15.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals". ENG.PREP.15.W6. Students can reconstruct their writing about the current theme on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" to communicate effectively about it. ENG.PREP.15.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" in relation to themselves or others, both individually and/or with others. ENG.PREP.15.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals". ENG.PREP.15.S2. Students can analyse and understand the model content related to "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" to support the production of spoken language. ENG.PREP.15.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals". ENG.PREP.15.S4. Students can construct meaningful spoken content about "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" through efficient and meaningful practice. ENG.PREP.15.S5. Students can reconstruct the information about "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" when communicating with others. ENG.PREP.15.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature and global problems with natural resources, animals in nature and their habitats, protecting natural resources and animals" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use -The Past Perfect Tense: (Positive, Negative, and Interrogative Forms): (The team had cleaned the beach before the tourists came). The team hadn't / had not cleaned the beach before the tourists came). (Had the team cleaned the beach before the tourists came?) -Needn't, Mustn't (for		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Obligation): (You needn't come to shopping if you are busy) (You mustn't go out of the school now.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Past Perfect Progressive Tense: (Positive, Negative, and Interrogative Forms) (The volunteers had been helping animals before the fire ended. The volunteers hadn't / had not been helping animals before the fire ended. Had the volunteers been helping animals before the fire ended?) -Third Conditional (3) (Unreal Past Situations): If he had studied harder,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				he would have passed the exam); (Hypothetical outcomes in the past: We would have met at the café, if you had remembered); (Regret or criticism: If I had known about traffic, I would have left earlier.) Functions of the Background Grammatical Structures in Use: -Use of the Past Perfect Tense: Describing an action or state completed before another action or point in the past. -Use of "Needn't, Mustn't (for obligation)": Expressing strong obligation (and prohibition) not to do something. Functions of the Target Grammatical Structures in Use: -Use of the Past Perfect Progressive Tense: Describes an action that was going over a period of time before another action or point in the past. -Use of the Third Conditional (3): Expressing an unreal past situation and its imagined (hypothetical) result situations. -Use of Modals in the past with the Third Conditional (3): Expressing lack of necessity and absence of obligation. Target Social Language Expressions in Use: Let's put a drop in the ocean! Our forests are running on empty! Live off the land! That's the tip of the iceberg!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Pollution is a cloud on the horizon! Target Phonological Sounds in Use: Consonants: x, y Consonants: x: (/ ks/, / ks/, /gz/); y: (/wa /, /j/, / /, i /) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
33	24–28 Mayıs	20	Evaluatıon			İstanbul'un Fethi (29 Mayıs)
34	31 Mayıs – 4 Haziran	20	Theme 16: Lıfe In The Unıverse And Future	Sub-themes: “Astronaut life on space stations; space explorations; life in the future” Target Vocabulary in Use: Vocabulary for Space: Nouns: An alien, a galaxy, a planet, a probe, an asteroid, a comet, a mission, a sample, a spacecraft, data, outer space, gravity, habitat. Adjectives: Lunar, cosmic, harsh, revolutionary, artificial, interplanetary. Verbs: To explore, to launch, to orbit, to capture, to colonise, to navigate, to rotate, to revolve. Equipment for space explorations: Nouns: A space shuttle, a rocket, a space capsule, a satellite, a space suit. Vocabulary for technology and innovation in the future: Nouns: Artificial intelligence (AI), automation, robotics, nanotechnology, virtual reality (VR), space colonisation. Vocabulary for future life: Nouns: Globalisation, urbanisation, bioengineering, cyber	ENG.PREP.16.L1.Students can prepare and get ready for listening (to)/watching about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” ENG.PREP.16.L2. Students can bring together the information in the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” ENG.PREP.16.L3. Students can make sense of and derive meaning from the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” ENG.PREP.16.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” in relation to themselves or others, both individually and/or with others. ENG.PREP.16.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the universe and future with astronaut life on space stations; space explorations; life in the future” to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.16.R1. Students can prepare for reading the content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” efficiently and effectively. ENG.PREP.16.R2. Students can bring information together about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” through skimming, scanning and detailed reading. ENG.PREP.16.R3. Students can make sense of and derive meaning from the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” ENG.PREP.16.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” in relation to themselves or others, both individually and/or with others. ENG.PREP.16.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and future with astronaut life on space stations; space explorations; life in the future” after recognising them in context and developing their conscious and inductive vocabulary learning skills. ENG.PREP.16.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the universe and future with astronaut life on space stations; space explorations; life in the future”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. ENG.PREP.16.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the universe and future with astronaut life on space stations; space explorations; life in the future” ENG.PREP.16.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” ENG.PREP.16.W3. Students can construct new written content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” based on their understanding of the model(s) provided. ENG.PREP.16.W4. Students can practise producing written content based on the current theme “life in the universe	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design and write a project that envisions humanity’s future in space, exploring topics such as space exploration missions and predictions for life in the future. They will focus on creating detailed plans for hypothetical space colonies, interplanetary travel, and the challenges of living in outer space. Students will develop scripts for astronauts, scientists, and futuristic innovators who are involved in space explorations and technological advancements. Through role-playing, they will simulate missions, debates, and discoveries. They will use the target vocabulary and grammar to develop persuasive arguments, present scientific findings, and hypothesise about the future of humanity in the cosmos. The project will be presented in the class where they act out their roles, supported by visuals. The assignment will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				security, lifespan. Adjectives: Remote, autonomous, smart, flexible. Verbs: To influence, to extend, to enhance, to upgrade, to optimise, to simulate, to adapt, to evolve, to embrace, to sustain, to transplant, to promote. *National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural	and future with astronaut life on space stations; space explorations; life in the future" ENG.PREP.16.W5. Students can engage in the process of writing related to the content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" ENG.PREP.16.W6. Students can reconstruct their writing about the current theme on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" to communicate effectively about it. ENG.PREP.16.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" in relation to themselves or others, both individually and/or with others. ENG.PREP.16.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" ENG.PREP.16.S2. Students can analyse and understand the model content related to "life in the universe and future with astronaut life on space stations; space explorations; life in the future" to support the production of spoken language. ENG.PREP.16.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" ENG.PREP.16.S4. Students can construct meaningful spoken content about "life in the universe and future with astronaut life on space stations; space explorations; life in the future" through efficient and meaningful practice. ENG.PREP.16.S5. Students can reconstruct the information about "life in the universe and future with astronaut life on space stations; space explorations; life in the future" when communicating with others. ENG.PREP.16.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Simple Future Tense (Positive, Negative, and Interrogative Forms): (The team will prepare a project on space tourism next term. The team won't/will not prepare a project on space tourism next term. Will the team prepare a project on space tourism next term?) -The Present Perfect Tense (Positive, Negative, and Interrogative Forms): The team have prepared a project on space tourism since last year.) The team haven't / have not prepared a project on space tourism since last year. Have the team prepared a project on space tourism since last year?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical		

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				Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Future Perfect Tense (Positive, Negative, and Interrogative Forms): (By the year 2100, people will have colonised Mars and built sustainable habitats. (By the year 2100, people won't / will not have built sustainable habitats. (By the year 2100, will people have colonised Mars and built sustainable habitats?) -The Future Perfect Progressive Tense (Positive, Negative, and Interrogative Forms): (By 2050, researchers will have been exploring interplanetary travel for over three decades. By 2050, researchers won't / will not have been exploring interplanetary travel for over three decades. By 2050, will researchers have been exploring interplanetary travel for over three decades?) -Question Tags with the Future Perfect Tense: (Scientists will have completed the mission to collect asteroid samples, won't they?) (We won't / will not have completed the moon station by 2035, will we?) Functions of the Background		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Structures in Use: -Use of the Simple Future Tense (will): Describing actions or events that will happen in the future by expressing decisions, predictions, offers, and promises. -The Present Perfect Tense: Expressing actions that happened at an unspecified time before now or still affect now. Functions of the Target Grammatical Structures in Use: -Use of the Future Perfect Tense: Describing actions that will be completed before a specific time in the future. -Use of the Future Perfect Progressive Tense: Emphasising the duration of an action that will continue up until a specific time in the future. -Use of Question Tags with the Future Perfect Tense: Seeking confirmation or agreement about future accomplishments or predictions. Target Social Language Expressions in Use: That is out of this world! Humans shoot for the stars! This space research is light-years ahead! Blast from the past, rocket to the future! I love my mother/father/ friend to the moon and back! Target Phonological Sounds in Use: Consonant: z z: / (zed/ (Br), /ziː / (AmE), /z/)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
35	7–11 Haziran	20	Theme 16: Lıfe In The Unıverse And Future	Sub-themes: “Astronaut life on space stations; space explorations; life in the future” Target Vocabulary in Use: Vocabulary for Space: Nouns: An alien, a galaxy, a planet, a probe, an asteroid, a comet, a mission, a sample, a spacecraft, data, outer space, gravity, habitat. Adjectives: Lunar, cosmic, harsh, revolutionary, artificial, interplanetary. Verbs: To explore, to launch, to orbit, to capture, to colonise, to navigate, to rotate, to revolve. Equipment for space explorations: Nouns: A space shuttle, a rocket, a space capsule, a satellite, a space suit. Vocabulary for technology and innovation in the future: Nouns: Artificial intelligence (AI), automation, robotics, nanotechnology, virtual reality (VR), space colonisation. Vocabulary for future life: Nouns: Globalisation, urbanisation, bioengineering, cyber security, lifespan. Adjectives: Remote, autonomous, smart, flexible. Verbs: To influence, to extend, to enhance, to upgrade, to optimise, to simulate, to adapt, to evolve, to embrace, to sustain, to transplant, to promote.	ENG.PREP.16.L1.Students can prepare and get ready for listening (to)/watching about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” ENG.PREP.16.L2. Students can bring together the information in the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” ENG.PREP.16.L3. Students can make sense of and derive meaning from the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” ENG.PREP.16.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future” in relation to themselves or others, both individually and/or with others. ENG.PREP.16.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the universe and future with astronaut life on space stations; space explorations; life in the future” to develop holistic and conscious pronunciation skills after recognising them in context. ENG.PREP.16.R1. 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Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the universe and future with astronaut life on space stations; space explorations; life in the future”	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students will design and write a project that envisions humanity’s future in space, exploring topics such as space exploration missions and predictions for life in the future. They will focus on creating detailed plans for hypothetical space colonies, interplanetary travel, and the challenges of living in outer space. Students will develop scripts for astronauts, scientists, and futuristic innovators who are involved in space explorations and technological advancements. Through role-playing, they will simulate missions, debates, and discoveries. They will use the target vocabulary and grammar to develop persuasive arguments, present scientific findings, and hypothesise about the future of humanity in the cosmos. The project will be presented in the class where they act out their roles, supported by visuals. The assignment will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*National and religious days, festivals and celebrations: 29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Curriculum. Background Grammatical Structures in Use: -The Simple Future Tense (Positive,	ENG.PREP.16.S2. Students can analyse and understand the model content related to "life in the universe and future with astronaut life on space stations; space explorations; life in the future" to support the production of spoken language. ENG.PREP.16.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" ENG.PREP.16.S4. Students can construct meaningful spoken content about "life in the universe and future with astronaut life on space stations; space explorations; life in the future" through efficient and meaningful practice. ENG.PREP.16.S5. Students can reconstruct the information about "life in the universe and future with astronaut life on space stations; space explorations; life in the future" when communicating with others. ENG.PREP.16.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Negative, and Interrogative Forms): (The team will prepare a project on space tourism next term. The team won't/will not prepare a project on space tourism next term. Will the team prepare a project on space tourism next term?) -The Present Perfect Tense (Positive, Negative, and Interrogative Forms): The team have prepared a project on space tourism since last year.) The team haven't / have not prepared a project on space tourism since last year. Have the team prepared a project on space tourism since last year?) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded		

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				language. Target Grammatical Structures in Use: -The Future Perfect Tense (Positive, Negative, and Interrogative Forms): (By the year 2100, people will have colonised Mars and built sustainable habitats. (By the year 2100, people won't / will not have built sustainable habitats. (By the year 2100, will people have colonised Mars and built sustainable habitats?) -The Future Perfect Progressive Tense (Positive, Negative, and Interrogative Forms): (By 2050, researchers will have been exploring interplanetary travel for over three decades. By 2050, researchers won't / will not have been exploring interplanetary travel for over three decades. By 2050, will researchers have been exploring interplanetary travel for over three decades?) -Question Tags with the Future Perfect Tense: (Scientists will have completed the mission to collect asteroid samples, won't they?) (We won't / will not have completed the moon station by 2035, will we?) Functions of the Background Grammatical Structures in Use: -Use of the Simple Future Tense (will): Describing actions or events that will happen in the future by expressing decisions, predictions, offers, and promises.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-The Present Perfect Tense: Expressing actions that happened at an unspecified time before now or still affect now. Functions of the Target Grammatical Structures in Use: -Use of the Future Perfect Tense: Describing actions that will be completed before a specific time in the future. -Use of the Future Perfect Progressive Tense: Emphasising the duration of an action that will continue up until a specific time in the future. -Use of Question Tags with the Future Perfect Tense: Seeking confirmation or agreement about future accomplishments or predictions. Target Social Language Expressions in Use: That is out of this world! Humans shoot for the stars! This space research is light-years ahead! Blast from the past, rocket to the future! I love my mother/father/ friend to the moon and back! Target Phonological Sounds in Use: Consonant: z z: / (zed/ (Br), /zi / (AmE), /z/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
36	14–18 Haziran					
37	21–25 Haziran		(Sosyal etkinlik)			

Kaynak: MEB İNGİLİZCE - 2026-2027 HAZIRLIK SINIFI BULUNAN LİSELER TASLAK YILLIK PLAN.xlsx (HAZIRLIK HAZIRLIK) · 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.