2026-2027 Eğitim-Öğretim Yılı · İngilizce 10. sınıf · Hazırlık sınıfı bulunan lise Çerçeve Yıllık Planı

Haftalık 4 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	4	1		Listening • Students will be able to use given pictures to predict the content. • Students will be able to match the words with the pictures. • Students will be able to listen for details to complete the table. Pronunciation • Students will be able to practise /g/ and /dʒ/ sounds. Speaking • Students will be able to tell events that are fixed on a schedule or a calendar. • Students will be able to make a presentation about extreme sports. • Students will be able to use expressions about commenting on mistakes according to given situations. • Students will be able to talk about ethical values in sports. • Students will be able to talk about Turkish traditional/national sports such as wrestling, javelin. Reading • Students will be able to skim and scan a newspaper article about extreme sports. • Students will be able to identify transitive and intransitive verbs related to the topic. • Students will be able to answer the comprehension questions about sports and sport events in the text. Writing • Students will be able to draft the topic and supporting sentences of their writings. • Students will be able to write about an extreme sport for their own sports magazine. • Students will be able to design their own sports magazine in groups.	
2	21–25 Eylül	4	1		Listening • Students will be able to use given pictures to predict the content. • Students will be able to match the words with the pictures. • Students will be able to listen for details to complete the table. Pronunciation • Students will be able to practise /g/ and /dʒ/ sounds. Speaking • Students will be able to tell events that are fixed on a schedule or a calendar. • Students will be able to make a presentation about extreme sports. • Students will be able to use expressions about commenting on mistakes according to given situations. • Students will be able to talk about ethical values in sports. • Students will be able to talk about Turkish traditional/national sports such as wrestling, javelin. Reading • Students will be able to skim and scan a newspaper article about extreme sports. • Students will be able to identify transitive and intransitive verbs related to the topic. • Students will be able to answer the comprehension questions about sports and sport events in the text. Writing • Students will be able to draft the topic and supporting sentences of their writings. • Students will be able to write about an extreme sport for their own sports magazine. • Students will be able to design their own sports magazine in groups.	
3	28 Eylül – 2 Ekim	4	1		Listening • Students will be able to use given pictures to predict the content. • Students will be able to match the words with the pictures. • Students will be able to listen for details to complete the table. Pronunciation • Students will be able to practise /g/ and /dʒ/ sounds. Speaking • Students will be able to tell events that are fixed on a schedule or a calendar. • Students will be able to make a presentation about extreme sports. • Students will be able to use expressions about commenting on mistakes according to given situations.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to talk about ethical values in sports. • Students will be able to talk about Turkish traditional/national sports such as wrestling, javelin. Reading • Students will be able to skim and scan a newspaper article about extreme sports. • Students will be able to identify transitive and intransitive verbs related to the topic. • Students will be able to answer the comprehension questions about sports and sport events in the text. Writing • Students will be able to draft the topic and supporting sentences of their writings. • Students will be able to write about an extreme sport for their own sports magazine. • Students will be able to design their own sports magazine in groups.	
4	5–9 Ekim	2	1 2		Listening • Students will be able to use given pictures to predict the content. • Students will be able to match the words with the pictures. • Students will be able to listen for details to complete the table. Pronunciation • Students will be able to practise /g/ and /d /sounds. Speaking • Students will be able to tell events that are fixed on a schedule or a calendar. • Students will be able to make a presentation about extreme sports. • Students will be able to use expressions about commenting on mistakes according to given situations. • Students will be able to talk about ethical values in sports. • Students will be able to talk about Turkish traditional/national sports such as wrestling, javelin. Reading • Students will be able to skim and scan a newspaper article about extreme sports. • Students will be able to identify transitive and intransitive verbs related to the topic. • Students will be able to answer the comprehension questions about sports and sport events in the text. Writing • Students will be able to draft the topic and supporting sentences of their writings. • Students will be able to write about an extreme sport for their own sports magazine. • Students will be able to design their own sports magazine in groups. Listening • Students will be able to put the past events in the correct order by listening to recorded text. • Students will be able to express their feelings after listening to a variety of classic movie soundtracks. Pronunciation • Students will be able to practice sentence stress correctly. Speaking • Students will be able to talk about their past life. • Students will be able to express their preferences about movies or books and reasons for their preferences. • Students will be able to share their thoughts about a book they read or a movie they have watched. • Students will be able to analyze character traits in books or movies they have read or watched. Reading • Students will be able to read a text about a well-known person such as a performer, film director, composer or an author and his/her works. • Students will be able to analyze the short story or movie finding out its plot, setting, characters and climax. • Students will be able to determine the meaning of new vocabulary using context clues. • Students will be able to interpret a poem. Writing • Students will be able to write a short descriptive paragraph about a movie or novel poster. • Students will be able to make an outline of their reviews. • Students will be able to write a film or a book review.	
5	12–16 Ekim	4	2		Listening • Students will be able to put the past events in the correct order by listening to recorded text. • Students will be able to express their feelings after listening to a variety of classic movie soundtracks. Pronunciation	

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					• Students will be able to practice sentence stress correctly. Speaking • Students will be able to talk about their past life. • Students will be able to express their preferences about movies or books and reasons for their preferences. • Students will be able to share their thoughts about a book they read or a movie they have watched. • Students will be able to analyze character traits in books or movies they have read or watched. Reading • Students will be able to read a text about a well-known person such as a performer, film director, composer or an author and his/her works. • Students will be able to analyze the short story or movie finding out its plot, setting, characters and climax. • Students will be able to determine the meaning of new vocabulary using context clues. • Students will be able to interpret a poem. Writing • Students will be able to write a short descriptive paragraph about a movie or novel poster. • Students will be able to make an outline of their reviews. • Students will be able to write a film or a book review.	
6	19–23 Ekim	4	2		Listening • Students will be able to put the past events in the correct order by listening to recorded text. • Students will be able to express their feelings after listening to a variety of classic movie soundtracks. Pronunciation • Students will be able to practice sentence stress correctly. Speaking • Students will be able to talk about their past life. • Students will be able to express their preferences about movies or books and reasons for their preferences. • Students will be able to share their thoughts about a book they read or a movie they have watched. • Students will be able to analyze character traits in books or movies they have read or watched. Reading • Students will be able to read a text about a well-known person such as a performer, film director, composer or an author and his/her works. • Students will be able to analyze the short story or movie finding out its plot, setting, characters and climax. • Students will be able to determine the meaning of new vocabulary using context clues. • Students will be able to interpret a poem. Writing • Students will be able to write a short descriptive paragraph about a movie or novel poster. • Students will be able to make an outline of their reviews. • Students will be able to write a film or a book review.	
7	26–30 Ekim	4	2		Listening • Students will be able to put the past events in the correct order by listening to recorded text. • Students will be able to express their feelings after listening to a variety of classic movie soundtracks. Pronunciation • Students will be able to practice sentence stress correctly. Speaking • Students will be able to talk about their past life. • Students will be able to express their preferences about movies or books and reasons for their preferences. • Students will be able to share their thoughts about a book they read or a movie they have watched. • Students will be able to analyze character traits in books or movies they have read or watched. Reading • Students will be able to read a text about a well-known person such as a performer, film director, composer or an author and his/her works. • Students will be able to analyze the short story or movie finding out its plot, setting, characters and climax. • Students will be able to determine the meaning of new vocabulary using context clues. • Students will be able to interpret a poem. Writing • Students will be able to write a short descriptive paragraph about a movie or novel poster.	

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					• Students will be able to make an outline of their reviews. • Students will be able to write a film or a book review.	
8	2–6 Kasım	4	3		Listening • Students will be able to fill in the missing information about life experiences and stories while listening. • Students will be able to obtain detailed information in the text to answer questions. Pronunciation • Students will be able to produce consonant sounds: /□ /,□ /,ŋ/. Speaking • Students will be able to share amazing stories they have found on the Net. • Students will be able to express their opinions on stories. • Students will be able to use persuasion expressions in a conversation. • Students will be able to talk about their past abilities. Reading • Students will be able to skim and scan for main idea and details in the text. • Students will be able to identify the vocabulary and language functions related to the topic. • Students will be able to identify degree modifiers in the text or dialogue. • Students will be able to highlight the actions people are accustomed to do in the text or dialogue. Writing • Students will be able to write a biography of a person that they think have an amazing life or a success story. • Students will be able to use prepositional phrases such as by chance ..., at a glance..., at random... in their writings. • Students will be able to use discourse markers such as then, after that, in the end, by the way in their writings.	
9	9–13 Kasım	4	3		Listening • Students will be able to fill in the missing information about life experiences and stories while listening. • Students will be able to obtain detailed information in the text to answer questions. Pronunciation • Students will be able to produce consonant sounds: /□ /,□ /,ŋ/. Speaking • Students will be able to share amazing stories they have found on the Net. • Students will be able to express their opinions on stories. • Students will be able to use persuasion expressions in a conversation. • Students will be able to talk about their past abilities. Reading • Students will be able to skim and scan for main idea and details in the text. • Students will be able to identify the vocabulary and language functions related to the topic. • Students will be able to identify degree modifiers in the text or dialogue. • Students will be able to highlight the actions people are accustomed to do in the text or dialogue. Writing • Students will be able to write a biography of a person that they think have an amazing life or a success story. • Students will be able to use prepositional phrases such as by chance ..., at a glance..., at random... in their writings. • Students will be able to use discourse markers such as then, after that, in the end, by the way in their writings.	
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	4	3		Listening • Students will be able to fill in the missing information about life experiences and stories while listening. • Students will be able to obtain detailed information in the text to answer questions. Pronunciation • Students will be able to produce consonant sounds: /□ /,□ /,ŋ/. Speaking • Students will be able to share amazing stories they have found on the Net. • Students will be able to express their opinions on stories. • Students will be able to use persuasion expressions in a conversation. • Students will be able to talk about their past abilities. Reading • Students will be able to skim and scan for main idea and details in the text.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to identify the vocabulary and language functions related to the topic. • Students will be able to identify degree modifiers in the text or dialogue. • Students will be able to highlight the actions people are accustomed to do in the text or dialogue. Writing • Students will be able to write a biography of a person that they think have an amazing life or a success story. • Students will be able to use prepositional phrases such as by chance ..., at a glance..., at random... in their writings. • Students will be able to use discourse markers such as then, after that, in the end, by the way in their writings.	
11	30 Kasım – 4 Aralık	2	3 4		Listening • Students will be able to fill in the missing information about life experiences and stories while listening. • Students will be able to obtain detailed information in the text to answer questions. Pronunciation • Students will be able to produce consonant sounds: /□ /,□ /,k/. Speaking • Students will be able to share amazing stories they have found on the Net. • Students will be able to express their opinions on stories. • Students will be able to use persuasion expressions in a conversation. • Students will be able to talk about their past abilities. Reading • Students will be able to skim and scan for main idea and details in the text. • Students will be able to identify the vocabulary and language functions related to the topic. • Students will be able to identify degree modifiers in the text or dialogue. • Students will be able to highlight the actions people are accustomed to do in the text or dialogue. Writing • Students will be able to write a biography of a person that they think have an amazing life or a success story. • Students will be able to use prepositional phrases such as by chance ..., at a glance..., at random... in their writings. • Students will be able to use discourse markers such as then, after that, in the end, by the way in their writings. Listening • Students will be able to match advertisements/commercials they listen with the related pictures. • Students will be able to listen for specific information in the context. • Students will be able to comment on the speaker's feelings such as aggressive, confident. Pronunciation • Students will be able to intonate sentences correctly so as to show annoyance, discomfort such as "What do you mean? You still here, right? Oh my God, this is the park?". Speaking • Students will be able to talk about their favourite commercials on TV. • Students will be able to show their discomfort and annoyance in conversations. • Students will be able to participate in a discussion about the effects of advertisements on people. • Students will be able to talk about the relation between the increasing population of consumers in society and advertising. • Students will be able to express reluctance in their speech. Reading • Students will be able to identify words that give gradually strong meaning. • Students will be able to use context clues to get main ideas. • Students will be able to highlight the verbs, such as earn, withdraw etc. and phrasal verbs, such as put aside, blow on, related to money. • Students will be able to analyse an impersonal style and personal style of passive while reading. Writing • Students will be able to write a letter to apply for an exchange programme using prepositional phrases such as for hire/ sale, in demand, in fashion, etc. • Students will be able to prepare an advertisement poster of a product.	
12	7–11 Aralık	4	4		Listening • Students will be able to match advertisements/commercials they listen with the related pictures. • Students will be able to listen for specific information in the context. • Students will be able to comment on the speaker's feelings such as aggressive, confident.	

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13	14–18 Aralık	4	4		Listening • Students will be able to match advertisements/commercials they listen with the related pictures. • Students will be able to listen for specific information in the context. • Students will be able to comment on the speaker’s feelings such as aggressive, confident. Pronunciation • Students will be able to intonate sentences correctly so as to show annoyance, discomfort such as “What do you mean? You still here, right? Oh my God, this is the park?”. Speaking • Students will be able to talk about their favourite commercials on TV. • Students will be able to show their discomfort and annoyance in conversations. • Students will be able to participate in a discussion about the effects of advertisements on people. • Students will be able to talk about the relation between the increasing population of consumers in society and advertising. • Students will be able to express reluctance in their speech. Reading • Students will be able to identify words that give gradually strong meaning. • Students will be able to use context clues to get main ideas. • Students will be able to highlight the verbs, such as earn, withdraw etc. and phrasal verbs, such as put aside, blow on, related to money. • Students will be able to analyse an impersonal style and personal style of passive while reading. Writing • Students will be able to write a letter to apply for an exchange programme using prepositional phrases such as for hire/ sale, in demand, in fashion, etc. • Students will be able to prepare an advertisement poster of a product.	
14	21–25 Aralık	4	4		Listening • Students will be able to match advertisements/commercials they listen with the related pictures. • Students will be able to listen for specific information in the context. • Students will be able to comment on the speaker’s feelings such as aggressive, confident. Pronunciation • Students will be able to intonate sentences correctly so as to show annoyance, discomfort such as “What do you mean? You still here, right? Oh my God, this is the park?”. Speaking • Students will be able to talk about their favourite commercials on TV. • Students will be able to show their discomfort and annoyance in conversations.	

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15	28 Aralık – 1 Ocak	4	5		Listening • Students will be able to find out main idea. • Students will be able to take notes on details for given activities. Pronunciation • Students will be able to identify and produce these vowel sounds: /□ /,/□ □ /. Speaking • Students will be able to talk to each other on their future life fluently and spontaneously. • Students will be able to talk about conditions people will have been living a hundred years later. • Students will be able to accept and refuse proposal. • Students will be able to use future expressions, such as be about to, be bound to in their speech. Reading • Students will be able to read a passage or a dialogue to find out main idea and details. • Students will be able to guess the meaning of the vocabulary in the text. • Students will be able to match the words with the pictures or definitions. • Students will be able to highlight word phrases about time. Writing • Students will be able to make an outline (e.g. introduction, developing and conclusion paragraphs) to write an essay. • Students will be able to write a short essay about life in the future. • Students will be able to use linkers of addition or contrast using the words and phrases previously mentioned.	
16	4–8 Ocak	4	5		Listening • Students will be able to find out main idea. • Students will be able to take notes on details for given activities. Pronunciation • Students will be able to identify and produce these vowel sounds: /□ /,/□ □ /. Speaking • Students will be able to talk to each other on their future life fluently and spontaneously. • Students will be able to talk about conditions people will have been living a hundred years later. • Students will be able to accept and refuse proposal. • Students will be able to use future expressions, such as be about to, be bound to in their speech. Reading • Students will be able to read a passage or a dialogue to find out main idea and details. • Students will be able to guess the meaning of the vocabulary in the text. • Students will be able to match the words with the pictures or definitions. • Students will be able to highlight word phrases about time. Writing • Students will be able to make an outline (e.g. introduction, developing and conclusion paragraphs) to write an essay. • Students will be able to write a short essay about life in the future. • Students will be able to use linkers of addition or contrast using the words and phrases previously mentioned.	

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17	11–15 Ocak	4	5		Listening • Students will be able to find out main idea. • Students will be able to take notes on details for given activities. Pronunciation • Students will be able to identify and produce these vowel sounds: /□ /,/□ □ /. Speaking • Students will be able to talk to each other on their future life fluently and spontaneously. • Students will be able to talk about conditions people will have been living a hundred years later. • Students will be able to accept and refuse proposal. • Students will be able to use future expressions, such as be about to, be bound to in their speech. Reading • Students will be able to read a passage or a dialogue to find out main idea and details. • Students will be able to guess the meaning of the vocabulary in the text. • Students will be able to match the words with the pictures or definitions. • Students will be able to highlight word phrases about time. Writing • Students will be able to make an outline (e.g. introduction, developing and conclusion paragraphs) to write an essay. • Students will be able to write a short essay about life in the future. • Students will be able to use linkers of addition or contrast using the words and phrases previously mentioned.	
18	18–22 Ocak	4	5		Listening • Students will be able to find out main idea. • Students will be able to take notes on details for given activities. Pronunciation • Students will be able to identify and produce these vowel sounds: /□ /,/□ □ /. Speaking • Students will be able to talk to each other on their future life fluently and spontaneously. • Students will be able to talk about conditions people will have been living a hundred years later. • Students will be able to accept and refuse proposal. • Students will be able to use future expressions, such as be about to, be bound to in their speech. Reading • Students will be able to read a passage or a dialogue to find out main idea and details. • Students will be able to guess the meaning of the vocabulary in the text. • Students will be able to match the words with the pictures or definitions. • Students will be able to highlight word phrases about time. Writing • Students will be able to make an outline (e.g. introduction, developing and conclusion paragraphs) to write an essay. • Students will be able to write a short essay about life in the future. • Students will be able to use linkers of addition or contrast using the words and phrases previously mentioned.	
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	4	6		Listening • Students will be able to identify the conflicts between different generations. • Students will be able to take notes about the topic and details such as different experiences, opinions, habits and behaviours. • Students will be able to listen for details in order to find out the missing information. • Students will be able to respond to questions about the topic in the text. Pronunciation • Students will be able to use different ways of intonation to express different ideas. Speaking • Students will be able to talk about the difference in values and attitudes between one generation and another. • Students will be able to ask for and give advice about problems between generations. • Students will be able to talk about something that their friends, teachers or parents did for them or someone else.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to talk about respect to elderly people. Reading • Students will be able to analyze what the problems are about generation gap in the text. • Students will be able to use lexis and jargon in the text. • Students will be able to differentiate confusing words in appropriate situations. • Students will be able to match the phrasal verbs related to family life and their meanings. • Students will be able to find the correct advice for the given problems. Writing • Students will be able to write an argumentative essay about the problems caused by the generation gap. • Students will be able to write an advice page about conflicts between generations. • Students will be able to write a note asking someone to have something done.	
20	15–19 Şubat	4	6		Listening • Students will be able to identify the conflicts between different generations. • Students will be able to take notes about the topic and details such as different experiences, opinions, habits and behaviours. • Students will be able to listen for details in order to find out the missing information. • Students will be able to respond to questions about the topic in the text. Pronunciation • Students will be able to use different ways of intonation to express different ideas. Speaking • Students will be able to talk about the difference in values and attitudes between one generation and another. • Students will be able to ask for and give advice about problems between generations. • Students will be able to talk about something that their friends, teachers or parents did for them or someone else. • Students will be able to talk about respect to elderly people. Reading • Students will be able to analyze what the problems are about generation gap in the text. • Students will be able to use lexis and jargon in the text. • Students will be able to differentiate confusing words in appropriate situations. • Students will be able to match the phrasal verbs related to family life and their meanings. • Students will be able to find the correct advice for the given problems. Writing • Students will be able to write an argumentative essay about the problems caused by the generation gap. • Students will be able to write an advice page about conflicts between generations. • Students will be able to write a note asking someone to have something done.	
21	22–26 Şubat	4	6		Listening • Students will be able to identify the conflicts between different generations. • Students will be able to take notes about the topic and details such as different experiences, opinions, habits and behaviours. • Students will be able to listen for details in order to find out the missing information. • Students will be able to respond to questions about the topic in the text. Pronunciation • Students will be able to use different ways of intonation to express different ideas. Speaking • Students will be able to talk about the difference in values and attitudes between one generation and another. • Students will be able to ask for and give advice about problems between generations. • Students will be able to talk about something that their friends, teachers or parents did for them or someone else. • Students will be able to talk about respect to elderly people. Reading • Students will be able to analyze what the problems are about generation gap in the text. • Students will be able to use lexis and jargon in the text. • Students will be able to differentiate confusing words in appropriate situations. • Students will be able to match the phrasal verbs related to family life and their meanings. • Students will be able to find the correct advice for the given problems. Writing	

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					• Students will be able to write an argumentative essay about the problems caused by the generation gap. • Students will be able to write an advice page about conflicts between generations. • Students will be able to write a note asking someone to have something done.	
22	1–5 Mart	4	6		Listening • Students will be able to identify the conflicts between different generations. • Students will be able to take notes about the topic and details such as different experiences, opinions, habits and behaviours. • Students will be able to listen for details in order to find out the missing information. • Students will be able to respond to questions about the topic in the text. Pronunciation • Students will be able to use different ways of intonation to express different ideas. Speaking • Students will be able to talk about the difference in values and attitudes between one generation and another. • Students will be able to ask for and give advice about problems between generations. • Students will be able to talk about something that their friends, teachers or parents did for them or someone else. • Students will be able to talk about respect to elderly people. Reading • Students will be able to analyze what the problems are about generation gap in the text. • Students will be able to use lexis and jargon in the text. • Students will be able to differentiate confusing words in appropriate situations. • Students will be able to match the phrasal verbs related to family life and their meanings. • Students will be able to find the correct advice for the given problems. Writing • Students will be able to write an argumentative essay about the problems caused by the generation gap. • Students will be able to write an advice page about conflicts between generations. • Students will be able to write a note asking someone to have something done.	
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	4	7		Listening • Students will be able to grasp what the problem is in a dialogue. • Students will be able to take notes about how to resolve conflicts in the listening text. Pronunciation • Students will be able to intonate sentences correctly so as to show people's moods. Speaking • Students will be able to make a formal telephone conversation about a faulty product. • Students will be able to discuss how to deal with conflicts. • Students will be able to represent a state of conflict through role playing. • Students will be able to offer solutions for given problems. Reading • Students will be able to scan and skim the text for main idea and details in the text. • Students will be able to identify the lexis and jargon related to conflict. • Students will be able to match the meanings with the phrasal verbs related to the topic. • Students will be able to identify the clauses that give crucial information, such as what, where, how, which in the text. Writing • Students will be able to make an outline to write a complaint letter. • Students will be able to use linking words in their letters. • Students will be able to write a complaint letter using key words.	
24	22–26 Mart	4	7		Listening • Students will be able to grasp what the problem is in a dialogue. • Students will be able to take notes about how to resolve conflicts in the listening text. Pronunciation • Students will be able to intonate sentences correctly so as to show people's moods. Speaking	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to make a formal telephone conversation about a faulty product. • Students will be able to discuss how to deal with conflicts. • Students will be able to represent a state of conflict through role playing. • Students will be able to offer solutions for given problems. Reading • Students will be able to scan and skim the text for main idea and details in the text. • Students will be able to identify the lexis and jargon related to conflict. • Students will be able to match the meanings with the phrasal verbs related to the topic. • Students will be able to identify the clauses that give crucial information, such as what, where, how, which in the text. Writing • Students will be able to make an outline to write a complaint letter. • Students will be able to use linking words in their letters. • Students will be able to write a complaint letter using key words.	
25	29 Mart – 2 Nisan	4	7		Listening • Students will be able to grasp what the problem is in a dialogue. • Students will be able to take notes about how to resolve conflicts in the listening text. Pronunciation • Students will be able to intonate sentences correctly so as to show people's moods. Speaking • Students will be able to make a formal telephone conversation about a faulty product. • Students will be able to discuss how to deal with conflicts. • Students will be able to represent a state of conflict through role playing. • Students will be able to offer solutions for given problems. Reading • Students will be able to scan and skim the text for main idea and details in the text. • Students will be able to identify the lexis and jargon related to conflict. • Students will be able to match the meanings with the phrasal verbs related to the topic. • Students will be able to identify the clauses that give crucial information, such as what, where, how, which in the text. Writing • Students will be able to make an outline to write a complaint letter. • Students will be able to use linking words in their letters. • Students will be able to write a complaint letter using key words.	
26	5–9 Nisan	2	7 8		Listening • Students will be able to grasp what the problem is in a dialogue. • Students will be able to take notes about how to resolve conflicts in the listening text. Pronunciation • Students will be able to intonate sentences correctly so as to show people's moods. Speaking • Students will be able to make a formal telephone conversation about a faulty product. • Students will be able to discuss how to deal with conflicts. • Students will be able to represent a state of conflict through role playing. • Students will be able to offer solutions for given problems. Reading • Students will be able to scan and skim the text for main idea and details in the text. • Students will be able to identify the lexis and jargon related to conflict. • Students will be able to match the meanings with the phrasal verbs related to the topic. • Students will be able to identify the clauses that give crucial information, such as what, where, how, which in the text. Writing • Students will be able to make an outline to write a complaint letter. • Students will be able to use linking words in their letters. • Students will be able to write a complaint letter using key words.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					Listening • Students will be able to follow the statistical information about social issues to complete the table. • Students will be able to listen to identify disapproving expressions while listening such as how appalling, how dreadful. Pronunciation • Students will be able to identify words with letters representing no sound such as knock, honour, hour, half. Speaking • Students will be able to discuss about reasons of crimes. • Students will be able to talk about types of crimes such as cyber crimes, property crimes. • Students will be able to talk about importance of social ethics. • Students will be able to give suggestions about how to reduce crimes. • Students will be able to use expression of disapproving of an action in a dialogue. Reading • Students will be able to read a survey results related to the topic to find the facts and generalisations out. • Students will be able to identify vocabulary, phrases related to the topic. • Students will be able to find out participle phrases in the text. • Students will be able to highlight free choice expressions in the text such as whenever, wherever, whoever. • Students will be able to identify idiomatic collocations such as aggravated robbery, calculated risk, disturbing the peace. Writing • Students will be able to make an outline for their survey report (e.g. introduction, generalization, referring to a fact). • Students will be able to write a survey report they have read by using present participle.	
27	12–16 Nisan	4	8		Listening • Students will be able to follow the statistical information about social issues to complete the table. • Students will be able to listen to identify disapproving expressions while listening such as how appalling, how dreadful. Pronunciation • Students will be able to identify words with letters representing no sound such as knock, honour, hour, half. Speaking • Students will be able to discuss about reasons of crimes. • Students will be able to talk about types of crimes such as cyber crimes, property crimes. • Students will be able to talk about importance of social ethics. • Students will be able to give suggestions about how to reduce crimes. • Students will be able to use expression of disapproving of an action in a dialogue. Reading • Students will be able to read a survey results related to the topic to find the facts and generalisations out. • Students will be able to identify vocabulary, phrases related to the topic. • Students will be able to find out participle phrases in the text. • Students will be able to highlight free choice expressions in the text such as whenever, wherever, whoever. • Students will be able to identify idiomatic collocations such as aggravated robbery, calculated risk, disturbing the peace. Writing • Students will be able to make an outline for their survey report (e.g. introduction, generalization, referring to a fact). • Students will be able to write a survey report they have read by using present participle.	
28	19–23 Nisan	4	8		Listening • Students will be able to follow the statistical information about social issues to complete the table. • Students will be able to listen to identify disapproving expressions while listening such as how appalling, how dreadful. Pronunciation • Students will be able to identify words with letters representing no sound such as knock, honour, hour, half. Speaking • Students will be able to discuss about reasons of crimes. • Students will be able to talk about types of crimes such as cyber crimes, property crimes. • Students will be able to talk about importance of social ethics.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to give suggestions about how to reduce crimes. • Students will be able to use expression of disapproving of an action in a dialogue. Reading • Students will be able to read a survey results related to the topic to find the facts and generalisations out. • Students will be able to identify vocabulary, phrases related to the topic. • Students will be able to find out participle phrases in the text. • Students will be able to highlight free choice expressions in the text such as whenever, wherever, whoever. • Students will be able to identify idiomatic collocations such as aggravated robbery, calculated risk, disturbing the peace. Writing • Students will be able to make an outline for their survey report (e.g. introduction, generalization, referring to a fact). • Students will be able to write a survey report they have read by using present participle.	
29	26–30 Nisan	4	8		Listening • Students will be able to follow the statistical information about social issues to complete the table. • Students will be able to listen to identify disapproving expressions while listening such as how appalling, how dreadful. Pronunciation • Students will be able to identify words with letters representing no sound such as knock, honour, hour, half. Speaking • Students will be able to discuss about reasons of crimes. • Students will be able to talk about types of crimes such as cyber crimes, property crimes. • Students will be able to talk about importance of social ethics. • Students will be able to give suggestions about how to reduce crimes. • Students will be able to use expression of disapproving of an action in a dialogue. Reading • Students will be able to read a survey results related to the topic to find the facts and generalisations out. • Students will be able to identify vocabulary, phrases related to the topic. • Students will be able to find out participle phrases in the text. • Students will be able to highlight free choice expressions in the text such as whenever, wherever, whoever. • Students will be able to identify idiomatic collocations such as aggravated robbery, calculated risk, disturbing the peace. Writing • Students will be able to make an outline for their survey report (e.g. introduction, generalization, referring to a fact). • Students will be able to write a survey report they have read by using present participle.	
30	3–7 Mayıs	4	9		Listening • Students will be able to identify detailed information about an unusual life in a text or dialogue. • Students will be able to respond to questions using vocabulary related to the topic. Pronunciation • Students will be able to pronounce /eə/ and /□ ə/. Speaking • Students will be able to make a presentation about unusual lives which they've searched on the Net. • Students will be able to talk about people they know that have unusual jobs, hobbies or lifestyle. • Students will be able to talk about advantages and disadvantages of having unusual lifestyles. • Students will be able to discuss on what kind of unusual lifestyle they would choose if they had a chance. Reading • Students will be able to catch the main idea and supporting ideas about unusual, weird, funny lifestyles in the text. • Students will be able to match related lexis and expressions in the text. • Students will be able to highlight past participle phrase in the text. • Students will be able to find out mixed conditional statements while reading. Writing • Students will be able to search unusual life stories on the Net to write a descriptive essay about an unusual person in detail. • Students will be able to use past participle in their writings.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
31	10–14 Mayıs	4	9		Listening • Students will be able to identify detailed information about an unusual life in a text or dialogue. • Students will be able to respond to questions using vocabulary related to the topic. Pronunciation • Students will be able to pronounce /eə/ and /ʊə/. Speaking • Students will be able to make a presentation about unusual lives which they've searched on the Net. • Students will be able to talk about people they know that have unusual jobs, hobbies or lifestyle. • Students will be able to talk about advantages and disadvantages of having unusual lifestyles. • Students will be able to discuss on what kind of unusual lifestyle they would choose if they had a chance. Reading • Students will be able to catch the main idea and supporting ideas about unusual, weird, funny lifestyles in the text. • Students will be able to match related lexis and expressions in the text. • Students will be able to highlight past participle phrase in the text. • Students will be able to find out mixed conditional statements while reading. Writing • Students will be able to search unusual life stories on the Net to write a descriptive essay about an unusual person in detail. • Students will be able to use past participle in their writings.	
32	17–21 Mayıs	4	9		Listening • Students will be able to identify detailed information about an unusual life in a text or dialogue. • Students will be able to respond to questions using vocabulary related to the topic. Pronunciation • Students will be able to pronounce /eə/ and /ʊə/. Speaking • Students will be able to make a presentation about unusual lives which they've searched on the Net. • Students will be able to talk about people they know that have unusual jobs, hobbies or lifestyle. • Students will be able to talk about advantages and disadvantages of having unusual lifestyles. • Students will be able to discuss on what kind of unusual lifestyle they would choose if they had a chance. Reading • Students will be able to catch the main idea and supporting ideas about unusual, weird, funny lifestyles in the text. • Students will be able to match related lexis and expressions in the text. • Students will be able to highlight past participle phrase in the text. • Students will be able to find out mixed conditional statements while reading. Writing • Students will be able to search unusual life stories on the Net to write a descriptive essay about an unusual person in detail. • Students will be able to use past participle in their writings.	
33	24–28 Mayıs	2	9 10		Listening • Students will be able to identify detailed information about an unusual life in a text or dialogue. • Students will be able to respond to questions using vocabulary related to the topic. Pronunciation • Students will be able to pronounce /eə/ and /ʊə/. Speaking • Students will be able to make a presentation about unusual lives which they've searched on the Net. • Students will be able to talk about people they know that have unusual jobs, hobbies or lifestyle. • Students will be able to talk about advantages and disadvantages of having unusual lifestyles. • Students will be able to discuss on what kind of unusual lifestyle they would choose if they had a chance. Reading • Students will be able to catch the main idea and supporting ideas about unusual, weird, funny lifestyles in the text. • Students will be able to match related lexis and expressions in the text. • Students will be able to highlight past participle phrase in the text. • Students will be able to find out mixed conditional statements while reading. Writing	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to search unusual life stories on the Net to write a descriptive essay about an unusual person in detail. • Students will be able to use past participle in their writings. Listening • Students will be able to catch the required information about facilities, rules, timing, problems of a different education system. • Students will be able to complete the table with the information about the related topic. • Students will be able to identify reasons and results in the text. Pronunciation • Students will be able to pronounce the sounds /□ /,/□ □ /. Speaking • Students will be able to talk about an unlikely situation. • Students will be able to talk about the national school system. • Students will be able to compare similarities and differences between two educational systems. • Students will be able to talk about nonverbal communication. • Students will be able to express reasons and results in their speech. Reading • Students will be able to skim and scan authentic material about the related topic from different sources such as Internet, magazines, newspapers to get the main idea and the details. • Students will be able to guess the meaning of vocabulary from the context. • Students will be able to match phrasal verbs related to the topic with the definitions. Writing • Students will be able to write a Curriculum Vitae (CV) with a job application letter. • Students will be able to fill out an online job application form.	
34	31 Mayıs – 4 Haziran	4	10		Listening • Students will be able to catch the required information about facilities, rules, timing, problems of a different education system. • Students will be able to complete the table with the information about the related topic. • Students will be able to identify reasons and results in the text. Pronunciation • Students will be able to pronounce the sounds /□ /,/□ □ /. Speaking • Students will be able to talk about an unlikely situation. • Students will be able to talk about the national school system. • Students will be able to compare similarities and differences between two educational systems. • Students will be able to talk about nonverbal communication. • Students will be able to express reasons and results in their speech. Reading • Students will be able to skim and scan authentic material about the related topic from different sources such as Internet, magazines, newspapers to get the main idea and the details. • Students will be able to guess the meaning of vocabulary from the context. • Students will be able to match phrasal verbs related to the topic with the definitions. Writing • Students will be able to write a Curriculum Vitae (CV) with a job application letter. • Students will be able to fill out an online job application form.	
35	7–11 Haziran	4	10		Listening • Students will be able to catch the required information about facilities, rules, timing, problems of a different education system. • Students will be able to complete the table with the information about the related topic. • Students will be able to identify reasons and results in the text. Pronunciation • Students will be able to pronounce the sounds /□ /,/□ □ /. Speaking • Students will be able to talk about an unlikely situation.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to talk about the national school system. • Students will be able to compare similarities and differences between two educational systems. • Students will be able to talk about nonverbal communication. • Students will be able to express reasons and results in their speech. Reading • Students will be able to skim and scan authentic material about the related topic from different sources such as Internet, magazines, newspapers to get the main idea and the details. • Students will be able to guess the meaning of vocabulary from the context. • Students will be able to match phrasal verbs related to the topic with the definitions. Writing • Students will be able to write a Curriculum Vitae (CV) with a job application letter. • Students will be able to fill out an online job application form.	
36	14–18 Haziran	4	10		Listening • Students will be able to catch the required information about facilities, rules, timing, problems of a different education system. • Students will be able to complete the table with the information about the related topic. • Students will be able to identify reasons and results in the text. Pronunciation • Students will be able to pronounce the sounds /□ /,/□ □ /. Speaking • Students will be able to talk about an unlikely situation. • Students will be able to talk about the national school system. • Students will be able to compare similarities and differences between two educational systems. • Students will be able to talk about nonverbal communication. • Students will be able to express reasons and results in their speech. Reading • Students will be able to skim and scan authentic material about the related topic from different sources such as Internet, magazines, newspapers to get the main idea and the details. • Students will be able to guess the meaning of vocabulary from the context. • Students will be able to match phrasal verbs related to the topic with the definitions. Writing • Students will be able to write a Curriculum Vitae (CV) with a job application letter. • Students will be able to fill out an online job application form.	
37	21–25 Haziran		(Sosyal etkinlik)			

Kaynak: MEB İNGİLİZCE - 2026-2027 HAZIRLIK SINIFI BULUNAN LİSELER TASLAK YILLIK PLAN.xlsx (10.SINIF) · https://tymm.meb.gov.tr/assets/file/ingilizce-dersi-taslak-yillik-planlar_20260827_111530_896.rar · Kontrol: 2026-11-21. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.