2026-2027 Eğitim-Öğretim Yılı · İngilizce 10. sınıf · Hazırlık sınıfı bulunmayan 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	Orıentatıon			15 Temmuz Demokrasi ve Millî Birlik Günü
2	21–25 Eylül	4	Revısıon 1 (Tekrar)	Content Frame Target Vocabulary in Use (with revisional vocabulary): Vocabulary for countries, nationalities and languages, tourist attractions and activities Vocabulary for daily routines, study routines, habits, and activities Vocabulary for physical features Vocabulary for physical appearance Vocabulary for describing appearance Vocabulary for jobs Vocabulary for workplaces Vocabulary for action verbs representing family members' work routines and activities Target Grammatical Structures in Use: Use of "To be" in the Simple Present Tense (am, is, are): Introducing home countries, nationalities, languages, capitals, and historical places/ activities in capitals and/or home countries in English in the present time. Use of "Can": Describing possibility and opportunity: Describing (language) ability. Use of the Simple Present Tense: Describing daily and study routines, habits, and activities. Use of the Simple	**ENG.9.1.L2** Students can bring together the information in the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.L3** Students can make sense of and derive meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.2.L2** Students can bring together the information in the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.L3** Students can make sense of and derive meaning from the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.3.L2** Students can bring together the information in the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.4.L2** Students can bring together the information in the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.L3** Students can make sense of and derive meaning from the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.1.S4** Students can construct meaningful spoken content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through efficient and meaningful practice. **ENG.9.2.S4** Students can construct meaningful spoken content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" through efficient and meaningful practice. **ENG.9.4.S4** Students can construct meaningful spoken content about "family life with family members' jobs, work routines, work activities, and workplaces" through efficient and meaningful practice. **ENG.9.3.S2** Students can analyse and understand the model content related to "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" to support the production of spoken language. **ENG.9.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.2.S2** Students can analyse and understand the model content related to "classroom life with classmates, friendships, daily and study routines, habits, and activities" to support the production of spoken language. **ENG.9.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.1.S5** Students can reconstruct the information about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" when communicating with others. **ENG.9.1.R1** Students can prepare for reading the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" efficiently and effectively. **ENG.9.2.W6** Students can reconstruct their writing about the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities" to communicate effectively about it. **ENG.9.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the	

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				Present Tense: Describing people's physical appearances, being in present, describing people's personalities	current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.2.S5** Students can reconstruct the information about "classroom life with classmates, friendships, daily and study routines, habits, and activities" when communicating with others. **ENG.9.4.R3** Students can make sense of and derive meaning from the current content on "family life with family members' jobs, work routines, work activities, and workplaces".	
3	28 Eylül – 2 Ekim	4	Revısıon 1 (Tekrar)	Content Frame Target Vocabulary in Use (with revisional vocabulary): Vocabulary for countries, nationalities and languages, tourist attractions and activities Vocabulary for daily routines, study routines, habits, and activities Vocabulary for physical features Vocabulary for physical appearance Vocabulary for describing appearance Vocabulary for jobs Vocabulary for workplaces Vocabulary for action verbs representing family members' work routines and activities Target Grammatical Structures in Use: Use of "To be" in the Simple Present Tense (am, is, are): Introducing home countries, nationalities, languages, capitals, and historical places/ activities in capitals and/or home countries in English in the present time. Use of "Can": Describing possibility and opportunity: Describing (language) ability. Use of the Simple Present Tense: Describing daily and study routines, habits,	**ENG.9.1.L2** Students can bring together the information in the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.L3** Students can make sense of and derive meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.2.L2** Students can bring together the information in the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.L3** Students can make sense of and derive meaning from the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.3.L2** Students can bring together the information in the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.4.L2** Students can bring together the information in the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.L3** Students can make sense of and derive meaning from the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.1.S4** Students can construct meaningful spoken content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through efficient and meaningful practice. **ENG.9.2.S4** Students can construct meaningful spoken content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" through efficient and meaningful practice. **ENG.9.4.S4** Students can construct meaningful spoken content about "family life with family members' jobs, work routines, work activities, and workplaces" through efficient and meaningful practice. **ENG.9.3.S2** Students can analyse and understand the model content related to "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" to support the production of spoken language. **ENG.9.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.2.S2** Students can analyse and understand the model content related to "classroom life with classmates, friendships, daily and study routines, habits, and activities" to support the production of spoken language. **ENG.9.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.1.S5** Students can reconstruct the information about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" when communicating with others. **ENG.9.1.R1** Students can prepare for reading the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" efficiently and effectively. **ENG.9.2.W6** Students can reconstruct their writing about the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities" to communicate effectively about it.	

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				and activities. Use of the Simple Present Tense: Describing people's physical appearances, being in present, describing people's personalities	**ENG.9.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.2.S5** Students can reconstruct the information about "classroom life with classmates, friendships, daily and study routines, habits, and activities" when communicating with others. **ENG.9.4.R3** Students can make sense of and derive meaning from the current content on "family life with family members' jobs, work routines, work activities, and workplaces".	
4	5–9 Ekim	4	Revısıon 2 (Tekrar)	Content Frame Target Vocabulary in Use (with revisional vocabulary): Vocabulary for types of houses Vocabulary for rooms and places in the house Vocabulary for furniture and appliances in the house Vocabulary for household items and decorative items Vocabulary for the activities to be done at home Vocabulary for food events and festivals Vocabulary for food items Vocabulary for international dishes Vocabulary for endangered animals Vocabulary for their habitats Vocabulary for film genres Vocabulary for futuristic film genres Target Grammatical Structures in Use: Use of the Simple Present Tense. Use of the Present Progressive Tense. Use of "Wh-questions" Use of the Simple Present Tense vs the Present Progressive Tense Use of the Simple Past Tense "Verb to be (Was/	**ENG.9.5.L2** Students can bring together the information in the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.L3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.6.L2** Students can bring together the information in the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.7.L2** Students can bring together the information in the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.1.S4** Students can construct meaningful spoken content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through efficient and meaningful practice. **ENG.9.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.5.R1** Students can prepare for reading the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" efficiently and effectively. **ENG.9.5.R2** Students can bring information together about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" through skimming, scanning and detailed reading. **ENG.9.5.R3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/or with others. **ENG.9.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W3** Students can construct new written content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" based on their understanding of the model(s) provided. **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W4** Students can practise producing written content based on the current theme "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W5** Students can engage in the process of writing related to the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W6** Students can reconstruct their writing about the current theme on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" to communicate effectively about it. **ENG.9.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and	

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				were)” Use of the Simple Past Tense “There was/There were” Use of the Simple Future Tense	activities in the house", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.8.L2** Students can bring together the information in the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.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 films, film genres, futuristic films with futuristic ideas, and technology" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.8.S5** Students can reconstruct the information about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" when communicating with others. **ENG.9.8.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 films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others.	
5	12–16 Ekim	4	Revısıon 2 (Tekrar)	Content Frame Target Vocabulary in Use (with revisional vocabulary): Vocabulary for types of houses Vocabulary for rooms and places in the house Vocabulary for furniture and appliances in the house Vocabulary for household items and decorative items Vocabulary for the activities to be done at home Vocabulary for food events and festivals Vocabulary for food items Vocabulary for international dishes Vocabulary for endangered animals Vocabulary for their habitats Vocabulary for film genres Vocabulary for futuristic film genres Target Grammatical Structures in Use:	**ENG.9.5.L2** Students can bring together the information in the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.L3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.6.L2** Students can bring together the information in the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.7.L2** Students can bring together the information in the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.1.S4** Students can construct meaningful spoken content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through efficient and meaningful practice. **ENG.9.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.5.R1** Students can prepare for reading the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" efficiently and effectively. **ENG.9.5.R2** Students can bring information together about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" through skimming, scanning and detailed reading. **ENG.9.5.R3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/or with others. **ENG.9.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W3** Students can construct new written content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" based on their understanding of the model(s) provided.	

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				Use of the Simple Present Tense. Use of the Present Progressive Tense. Use of “Wh-questions” Use of the Simple Present Tense vs the Present Progressive Tense Use of the Simple Past Tense “Verb to be (Was/were)” Use of the Simple Past Tense “There was/There were” Use of the Simple Future Tense	**ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W4** Students can practise producing written content based on the current theme "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W5** Students can engage in the process of writing related to the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W6** Students can reconstruct their writing about the current theme on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" to communicate effectively about it. **ENG.9.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.8.L2** Students can bring together the information in the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.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 films, film genres, futuristic films with futuristic ideas, and technology" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.8.S5** Students can reconstruct the information about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" when communicating with others. **ENG.9.8.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 films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others.	
6	19–23 Ekim	4	Theme 1: School Lıfe & Educatıon	Sub-themes: “Different types of schools in the world; regular and extracurricular activities in different types of schools; school anxiety and stress; national days and celebrations” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for general terms related to education: Nouns: An educational system, a diploma, a year group (a grade level), an extracurricular activity, a qualification. Verbs: To graduate, to succeed.	**ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.L2** Students can bring together the information in the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.10.1.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 and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.1.R1** Students can prepare for reading the content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" efficiently and effectively.	PERFORMANCE ASSIGNMENT: Students create a comprehensive project titled "School Life and Education" that focuses on the themes of different types of schools in the world, regular and extracurricular activities, and school anxiety and stress. Students begin by researching and describing various types of schools around the world, such as public schools, private schools, boarding schools, and alternative schools, highlighting their unique characteristics. Next, they explore both regular activities, like lessons and exams, and extracurricular activities, such as sports, arts, and clubs, emphasising how these contribute to student development. Additionally, they address the challenges students face, including school-related anxiety and stress, and propose strategies or activities that

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				Vocabulary for types of schools: Nouns: A nursery, a preschool (kindergarten-AmE), a primary school (elementary school-AmE), secondary education, a lower secondary school (junior high-middle school-AmE), an upper secondary school (senior high-highschool-AmE), a private school, a boarding school. Vocabulary for facilities in different types of schools: Nouns: A tennis / basketball court, a prayer room, a staffroom (teachers' lounge-AmE), a canteen (cafeteria, AmE), a courtyard, a locker room, food technology room (cooking lab-AmE) Vocabulary for regular activities in different types of schools: Nouns: Classwork, a quiz, a presentation, laboratory work, literature, PE, religion and morals (RE). Vocabulary for extracurricular activities in different types of schools: Nouns: Volleyball, gymnastics, rugby, badminton, photography, sculpture. Vocabulary for clubs and competitions in different types of schools: Nouns: A chess club, a literature club, an art club, a coding club, a	**ENG.10.1.R2** Students can bring information together about the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" through skimming, scanning and detailed reading. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/ or with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.W3** Students can construct new written content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" based on their understanding of the model(s) provided. **ENG.10.1.W4** Students can practise producing written content based on the current theme "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.W6** Students can reconstruct their writing about the current theme on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to communicate effectively about it. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.S2** Students can analyse and understand the model content related to "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to support the production of spoken language. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.S4** Students can construct meaningful spoken content about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and	help overcome these issues. The project should include creative elements, such as charts, or videos, and students will present their findings in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				volunteering club, a spelling bee club. Vocabulary for school anxiety and stress: Nouns: Anxiety, time management. Adjectives: Anxious, perfectionist. 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	stress; national days and celebrations" through efficient and meaningful practice. **ENG.10.1.S5** Students can reconstruct the information about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" when communicating with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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. Target Grammatical Structures in Use: -The Simple Present Tense vs The Present Progressive Tense: (The teacher explains the lesson every morning. The students are discussing a project in the seminar room right now.) -Nothing, something, anything: (There is nothing in the locker room because the students cleared it out. The counsellor said there is something bothering the pupil, but they won't talk about it. Is there anything you need help with before the exam?) -Question tags for The Simple Present Tense & The Present Progressive Tense: (The students practise martial arts after school, don't they? The canteen isn't serving lunch now, is it? She can't attend the Science club today, can she?) -Adverbs of frequency: (The pupils always arrive on time for their Physics lectures. Our school often organises international spelling bees.) -Questions: who, where, when, how, why, what kind of, what…like:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Who is leading the Volunteering club this year? Where can I find the counsellor's office? When is the next presentation in the Art club? How do you manage your school stress during exam weeks? Why is the gym closed today? What kind of extracurricular activities does the school offer? What is your new headmaster like?) -Pronouns: something, anything, nothing: (The pupil thought of something creative for their Literature project. Is there anything in the food technology room that we can use for the experiment? They did nothing to prepare for the quiz, so they are worried.) -Must/can't for deduction: (She must be in the locker room because her bag is still here. The headmaster can't be at school right now; he is attending a conference.) -Object pronouns: (The counsellor spoke to them about managing anxiety. The teacher asked the students to meet her in the conference room after the lecture. Our club leader said he would explain the rules to us during the next meeting.)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing regular and extracurricular activities; describing routines, activities and events. -Use of the Present Progressive Tense: Describing temporary actions or actions happening now. -Use of The Simple Present Tense vs The Present Progressive Tense: Contrasting what usually happens with what is happening now. -Use of Nothing, Something, Anything: Discussing opportunities and availability of resources at different contexts. -Use of Question Tags for The Simple Present Tense & The Present Progressive Tense: Confirming or clarifying facts about different situations. -Use of Adverbs of Frequency: Expressing how often certain activities or routines take place. -Use of Questions: who, where, when, how, why, what kind of, what…like: Gathering information about different types of schools and their activities; exploring student experiences, facilities, and events. -Use of Pronouns: Something, Anything, Nothing: Discussing		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				emotional states and facilities related to schools; sharing information about school-related problems or solutions. -Use of "Must/Can't" for deduction: Making logical assumptions about school environments, activities, or students' feelings. -Use of Object Pronouns: Referring to students, teachers, or facilities in different school contexts. Target Social Language Expressions in Use: Don't be in a rush at school! Don't skive off too often! Rise and shine for school, dear! Let's catch up during lunch time! Don't miss the school bus! Target Phonetical Sounds in Use: Intonation for positive statements, negative statements, questions, and question tags.Capitals of their countries, and tourist attractions Activities in their capitals and countries National days and celebrations		
7	26–30 Ekim	4	Theme 1: School Lıfe & Educatıon	Sub-themes: "Different types of schools in the world; regular and extracurricular activities in different types of	**ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.L2** Students can bring together the information in the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school	PERFORMANCE ASSIGNMENT: Students create a comprehensive project titled "School Life and Education" that focuses on the themes of different types of schools in the

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				schools; school anxiety and stress; national days and celebrations” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for general terms related to education: Nouns: An educational system, a diploma, a year group (a grade level), an extracurricular activity, a qualification. Verbs: To graduate, to succeed. Vocabulary for types of schools: Nouns: A nursery, a preschool (kindergarten-AmE), a primary school (elementary school-AmE), secondary education, a lower secondary school (junior high-middle school-AmE), an upper secondary school (senior high-highschool-AmE), a private school, a boarding school. Vocabulary for facilities in different types of schools: Nouns: A tennis / basketball court, a prayer room, a staffroom (teachers’ lounge-AmE), a canteen (cafeteria, AmE), a courtyard, a locker room, food technology room (cooking lab-AmE) Vocabulary for regular activities in different types of schools: Nouns: Classwork, a quiz, a presentation, laboratory work,	anxiety and stress; national days and celebrations". **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.10.1.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 and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.1.R1** Students can prepare for reading the content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" efficiently and effectively. **ENG.10.1.R2** Students can bring information together about the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" through skimming, scanning and detailed reading. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/ or with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.W3** Students can construct new written content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" based on their understanding of the model(s) provided. **ENG.10.1.W4** Students can practise producing written content based on the current theme "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.W6** Students can reconstruct their writing about the current theme on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school	world, regular and extracurricular activities, and school anxiety and stress. Students begin by researching and describing various types of schools around the world, such as public schools, private schools, boarding schools, and alternative schools, highlighting their unique characteristics. Next, they explore both regular activities, like lessons and exams, and extracurricular activities, such as sports, arts, and clubs, emphasising how these contribute to student development. Additionally, they address the challenges students face, including school-related anxiety and stress, and propose strategies or activities that help overcome these issues. The project should include creative elements, such as charts, or videos, and students will present their findings in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Cumhuriyet Bayramı (29 Ekim)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				literature, PE, religion and morals (RE). Vocabulary for extracurricular activities in different types of schools: Nouns: Volleyball, gymnastics, rugby, badminton, photography, sculpture. Vocabulary for clubs and competitions in different types of schools: Nouns: A chess club, a literature club, an art club, a coding club, a volunteering club, a spelling bee club. Vocabulary for school anxiety and stress: Nouns: Anxiety, time management. Adjectives: Anxious, perfectionist. 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	anxiety and stress; national days and celebrations" to communicate effectively about it. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.S2** Students can analyse and understand the model content related to "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to support the production of spoken language. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.S4** Students can construct meaningful spoken content about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" through efficient and meaningful practice. **ENG.10.1.S5** Students can reconstruct the information about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" when communicating with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others.	

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 Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense vs The Present Progressive Tense: (The teacher explains the lesson every morning. The students are discussing a project in the seminar room right now.) -Nothing, something, anything: (There is nothing in the locker room because the students cleared it out. The counsellor said there is something bothering the pupil, but they won't talk about it. Is there anything you need help with before the exam?) -Question tags for The Simple Present Tense & The Present Progressive Tense: (The students practise martial arts		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				after school, don’t they? The canteen isn’t serving lunch now, is it? She can’t attend the Science club today, can she?) -Adverbs of frequency: (The pupils always arrive on time for their Physics lectures. Our school often organises international spelling bees.) -Questions: who, where, when, how, why, what kind of, what…like: (Who is leading the Volunteering club this year? Where can I find the counsellor’s office? When is the next presentation in the Art club? How do you manage your school stress during exam weeks? Why is the gym closed today? What kind of extracurricular activities does the school offer? What is your new headmaster like?) -Pronouns: something, anything, nothing: (The pupil thought of something creative for their Literature project. Is there anything in the food technology room that we can use for the experiment? They did nothing to prepare for the quiz, so they are worried.) -Must/can’t for deduction: (She must be in the locker room		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				because her bag is still here. The headmaster can’t be at school right now; he is attending a conference.) -Object pronouns: (The counsellor spoke to them about managing anxiety. The teacher asked the students to meet her in the conference room after the lecture. Our club leader said he would explain the rules to us during the next meeting.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing regular and extracurricular activities; describing routines, activities and events. -Use of the Present Progressive Tense: Describing temporary actions or actions happening now. -Use of The Simple Present Tense vs The Present Progressive Tense: Contrasting what usually happens with what is happening now. -Use of Nothing, Something, Anything: Discussing opportunities and availability of resources at different contexts. -Use of Question Tags for The Simple Present Tense & The Present Progressive Tense: Confirming or clarifying facts about different situations. -Use of Adverbs of		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Frequency: Expressing how often certain activities or routines take place. -Use of Questions: who, where, when, how, why, what kind of, what…like: Gathering information about different types of schools and their activities; exploring student experiences, facilities, and events. -Use of Pronouns: Something, Anything, Nothing: Discussing emotional states and facilities related to schools; sharing information about school-related problems or solutions. -Use of "Must/Can't" for deduction: Making logical assumptions about school environments, activities, or students' feelings. -Use of Object Pronouns: Referring to students, teachers, or facilities in different school contexts. Target Social Language Expressions in Use: Don't be in a rush at school! Don't skive off too often! Rise and shine for school, dear! Let's catch up during lunch time! Don't miss the school bus! Target Phonetical		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sounds in Use: Intonation for positive statements, negative statements, questions, and question tags.Capitals of their countries, and tourist attractions Activities in their capitals and countries National days and celebrations		
8	2–6 Kasım	4	Theme 1: School Lıfe & Educatıon	Sub-themes: “Different types of schools in the world; regular and extracurricular activities in different types of schools; school anxiety and stress; national days and celebrations” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for general terms related to education: Nouns: An educational system, a diploma, a year group (a grade level), an extracurricular activity, a qualification. Verbs: To graduate, to succeed. Vocabulary for types of schools: Nouns: A nursery, a preschool (kindergarten-AmE), a primary school (elementary school-AmE), secondary education, a lower secondary school (junior high-middle school-AmE), an upper secondary school (senior high-highschool-AmE), a private school, a boarding school. Vocabulary for facilities in different types of schools:	**ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.L2** Students can bring together the information in the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.10.1.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 and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.1.R1** Students can prepare for reading the content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" efficiently and effectively. **ENG.10.1.R2** Students can bring information together about the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" through skimming, scanning and detailed reading. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/ or with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	PERFORMANCE ASSIGNMENT: Students create a comprehensive project titled "School Life and Education" that focuses on the themes of different types of schools in the world, regular and extracurricular activities, and school anxiety and stress. Students begin by researching and describing various types of schools around the world, such as public schools, private schools, boarding schools, and alternative schools, highlighting their unique characteristics. Next, they explore both regular activities, like lessons and exams, and extracurricular activities, such as sports, arts, and clubs, emphasising how these contribute to student development. Additionally, they address the challenges students face, including school-related anxiety and stress, and propose strategies or activities that help overcome these issues. The project should include creative elements, such as charts, or videos, and students will present their findings in class. The assignment will be 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
				Nouns: A tennis / basketball court, a prayer room, a staffroom (teachers' lounge-AmE), a canteen (cafeteria, AmE), a courtyard, a locker room, food technology room (cooking lab-AmE) Vocabulary for regular activities in different types of schools: Nouns: Classwork, a quiz, a presentation, laboratory work, literature, PE, religion and morals (RE). Vocabulary for extracurricular activities in different types of schools: Nouns: Volleyball, gymnastics, rugby, badminton, photography, sculpture. Vocabulary for clubs and competitions in different types of schools: Nouns: A chess club, a literature club, an art club, a coding club, a volunteering club, a spelling bee club. Vocabulary for school anxiety and stress: Nouns: Anxiety, time management. Adjectives: Anxious, perfectionist. 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	**ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.W3** Students can construct new written content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" based on their understanding of the model(s) provided. **ENG.10.1.W4** Students can practise producing written content based on the current theme "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.W6** Students can reconstruct their writing about the current theme on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to communicate effectively about it. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.S2** Students can analyse and understand the model content related to "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to support the production of spoken language. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.S4** Students can construct meaningful spoken content about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" through efficient and meaningful practice. **ENG.10.1.S5** Students can reconstruct the information about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" when communicating with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense vs The Present Progressive Tense: (The teacher explains the lesson every morning. The students are discussing a project in the seminar room right now.)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Nothing, something, anything: (There is nothing in the locker room because the students cleared it out. The counsellor said there is something bothering the pupil, but they won't talk about it. Is there anything you need help with before the exam?) -Question tags for The Simple Present Tense & The Present Progressive Tense: (The students practise martial arts after school, don't they? The canteen isn't serving lunch now, is it? She can't attend the Science club today, can she?) -Adverbs of frequency: (The pupils always arrive on time for their Physics lectures. Our school often organises international spelling bees.) -Questions: who, where, when, how, why, what kind of, what…like: (Who is leading the Volunteering club this year? Where can I find the counsellor's office? When is the next presentation in the Art club? How do you manage your school stress during exam weeks? Why is the gym closed today? What kind of extracurricular activities does the school offer? What is your new		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				headmaster like?) -Pronouns: something, anything, nothing: (The pupil thought of something creative for their Literature project. Is there anything in the food technology room that we can use for the experiment? They did nothing to prepare for the quiz, so they are worried.) -Must/can't for deduction: (She must be in the locker room because her bag is still here. The headmaster can't be at school right now; he is attending a conference.) -Object pronouns: (The counsellor spoke to them about managing anxiety. The teacher asked the students to meet her in the conference room after the lecture. Our club leader said he would explain the rules to us during the next meeting.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing regular and extracurricular activities; describing routines, activities and events. -Use of the Present Progressive Tense: Describing temporary actions or actions happening now. -Use of The Simple Present Tense vs The Present Progressive Tense: Contrasting what usually happens with		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				what is happening now. -Use of Nothing, Something, Anything: Discussing opportunities and availability of resources at different contexts. -Use of Question Tags for The Simple Present Tense & The Present Progressive Tense: Confirming or clarifying facts about different situations. -Use of Adverbs of Frequency: Expressing how often certain activities or routines take place. -Use of Questions: who, where, when, how, why, what kind of, what…like: Gathering information about different types of schools and their activities; exploring student experiences, facilities, and events. -Use of Pronouns: Something, Anything, Nothing: Discussing emotional states and facilities related to schools; sharing information about school-related problems or solutions. -Use of "Must/Can't" for deduction: Making logical assumptions about school environments, activities, or students' feelings. -Use of Object Pronouns: Referring to students, teachers, or facilities in different school contexts.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Social Language Expressions in Use: Don’t be in a rush at school! Don’t skive off too often! Rise and shine for school, dear! Let’s catch up during lunch time! Don’t miss the school bus! Target Phonetical Sounds in Use: Intonation for positive statements, negative statements, questions, and question tags.Capitals of their countries, and tourist attractions Activities in their capitals and countries National days and celebrations		
9	9–13 Kasım	2	Theme 1: School Lıfe & Educatıon Theme 2: Classroom Lıfe & Learnıng	Sub-themes: “Different types of schools in the world; regular and extracurricular activities in different types of schools; school anxiety and stress; national days and celebrations” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for general terms related to education: Nouns: An educational system, a diploma, a year group (a grade level), an extracurricular activity, a qualification. Verbs: To graduate, to succeed. Vocabulary for types of schools:	**ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.L2** Students can bring together the information in the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.10.1.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 and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.1.R1** Students can prepare for reading the content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" efficiently and effectively. **ENG.10.1.R2** Students can bring information together about the current content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" through skimming, scanning and detailed reading.	PERFORMANCE ASSIGNMENT: Students create a comprehensive project titled "School Life and Education" that focuses on the themes of different types of schools in the world, regular and extracurricular activities, and school anxiety and stress. Students begin by researching and describing various types of schools around the world, such as public schools, private schools, boarding schools, and alternative schools, highlighting their unique characteristics. Next, they explore both regular activities, like lessons and exams, and extracurricular activities, such as sports, arts, and clubs, emphasising how these contribute to student development. Additionally, they address the challenges students face, including school-related anxiety and stress, and propose strategies or activities that help overcome these issues. The project should include creative

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Nouns: A nursery, a preschool (kindergarten-AmE), a primary school (elementary school-AmE), secondary education, a lower secondary school (junior high-middle school-AmE), an upper secondary school (senior high-highschool-AmE), a private school, a boarding school. Vocabulary for facilities in different types of schools: Nouns: A tennis / basketball court, a prayer room, a staffroom (teachers' lounge-AmE), a canteen (cafeteria, AmE), a courtyard, a locker room, food technology room (cooking lab-AmE) Vocabulary for regular activities in different types of schools: Nouns: Classwork, a quiz, a presentation, laboratory work, literature, PE, religion and morals (RE). Vocabulary for extracurricular activities in different types of schools: Nouns: Volleyball, gymnastics, rugby, badminton, photography, sculpture. Vocabulary for clubs and competitions in different types of schools: Nouns: A chess club, a literature club, an art club, a coding club, a volunteering club, a spelling bee club.	**ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/ or with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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 different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.W3** Students can construct new written content on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" based on their understanding of the model(s) provided. **ENG.10.1.W4** Students can practise producing written content based on the current theme "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.W6** Students can reconstruct their writing about the current theme on "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to communicate effectively about it. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.S2** Students can analyse and understand the model content related to "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" to support the production of spoken language. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations". **ENG.10.1.S4** Students can construct meaningful spoken content about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" through efficient and meaningful practice. **ENG.10.1.S5** Students can reconstruct the information about "school life and education with different types of schools in the world; regular and extracurricular activities at different types of schools; school anxiety and stress;	elements, such as charts, or videos, and students will present their findings in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. PERFORMANCE ASSIGNMENT: Students create a project titled "Classroom Life and Learning," focusing on three main components: learning activities in the classroom, personal learning styles, and learning with technology. Students will begin by describing the different types of activities they participate in during lessons, such as group discussions, individual assignments, or hands-on experiments, and explain how these activities help them learn. They then reflect on their personal learning styles-whether they learn best by listening, seeing, or doing—and provide examples of strategies or techniques that work for them. Finally, students explore the role of technology in their classroom learning, discussing tools like smart boards, tablets, or online resources, and how these enhance their education. The project can include written explanations, drawings, or digital presentations to make it creative and engaging. Students present their work in class, and the assignment will be evaluated based on clarity, creativity, content, and presentation skills. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Atatürk Haftası (10-16 Kasım)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for school anxiety and stress: Nouns: Anxiety, time management. Adjectives: Anxious, perfectionist. 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	national days and celebrations" when communicating with others. **ENG.10.1.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; regular and extracurricular activities at different types of schools; school anxiety and stress; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.10.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.L2** Students can bring together the information in the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.L3** Students can make sense of and derive meaning from the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.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 and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.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 and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.2.R1** Students can prepare for reading the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" efficiently and effectively. **ENG.10.2.R2** Students can bring information together about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" through skimming, scanning and detailed reading. **ENG.10.2.R3** Students can make sense of and derive meaning from the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology in the classroom", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness- raising and discovery. **ENG.10.2.W1** Students can prepare for writing efficiently and accurately based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W3** Students can construct new written content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" based on their understanding of the model(s) provided. **ENG.10.2.W4** Students can practise producing written content based on the current theme "classroom life and	

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 Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense vs The Present Progressive Tense: (The teacher explains the lesson every morning. The students are discussing a project in the seminar room right now.) -Nothing, something, anything: (There is nothing in the locker room because the students cleared it out. The counsellor said there is something bothering the pupil, but they won't talk about it. Is there anything you need help with before the exam?) -Question tags for The Simple Present Tense & The Present Progressive Tense: (The students practise martial arts after school, don't they? The canteen isn't serving lunch now, is it? She can't attend the Science club today, can she?) -Adverbs of frequency: (The pupils always arrive on time for their Physics lectures. Our school often organises international spelling bees.) -Questions: who, where, when, how, why, what kind of, what…like: (Who is leading the	learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W5** Students can engage in the process of writing related to the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W6** Students can reconstruct their writing about the current theme on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to communicate effectively about it. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.S2** Students can analyse and understand the model content related to "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to support the production of spoken language. **ENG.10.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.S4** Students can construct meaningful spoken content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" through efficient and meaningful practice. **ENG.10.2.S5** Students can reconstruct the information about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" when communicating with others. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology 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
				Volunteering club this year? Where can I find the counsellor's office? When is the next presentation in the Art club? How do you manage your school stress during exam weeks? Why is the gym closed today? What kind of extracurricular activities does the school offer? What is your new headmaster like?) -Pronouns: something, anything, nothing: (The pupil thought of something creative for their Literature project. Is there anything in the food technology room that we can use for the experiment? They did nothing to prepare for the quiz, so they are worried.) -Must/can't for deduction: (She must be in the locker room because her bag is still here. The headmaster can't be at school right now; he is attending a conference.) -Object pronouns: (The counsellor spoke to them about managing anxiety. The teacher asked the students to meet her in the conference room after the lecture. Our club leader said he would explain the rules to us during the next meeting.) 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 regular and extracurricular activities; describing routines, activities and events. -Use of the Present Progressive Tense: Describing temporary actions or actions happening now. -Use of The Simple Present Tense vs The Present Progressive Tense: Contrasting what usually happens with what is happening now. -Use of Nothing, Something, Anything: Discussing opportunities and availability of resources at different contexts. -Use of Question Tags for The Simple Present Tense & The Present Progressive Tense: Confirming or clarifying facts about different situations. -Use of Adverbs of Frequency: Expressing how often certain activities or routines take place. -Use of Questions: who, where, when, how, why, what kind of, what…like: Gathering information about different types of schools and their activities; exploring student experiences, facilities, and events. -Use of Pronouns: Something, Anything, Nothing: Discussing emotional states and facilities related to		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				schools; sharing information about school-related problems or solutions. -Use of "Must/Can't" for deduction: Making logical assumptions about school environments, activities, or students' feelings. -Use of Object Pronouns: Referring to students, teachers, or facilities in different school contexts. Target Social Language Expressions in Use: Don't be in a rush at school! Don't skive off too often! Rise and shine for school, dear! Let's catch up during lunch time! Don't miss the school bus! Target Phonetical Sounds in Use: Intonation for positive statements, negative statements, questions, and question tags.Capitals of their countries, and tourist attractions Activities in their capitals and countries National days and celebrations " Sub-themes: "Learning activities in the classroom; personal learning styles; learning with technology in the classroom"		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Vocabulary in Use (with revisional vocabulary): Vocabulary for learning activities in the classroom: Nouns: A role-play, an interactive activity, brainstorming. Verbs: To summarise, to analyse, to define, to conclude. Vocabulary for personal learning styles: Nouns: Note-taking, mind mapping and repetition, self-assessment. Verbs: To visualise. Vocabulary for learning with technology in the classroom: Nouns: Connection, a keyboard, a homepage, artificial intelligence (AI), a file, a PC, a computer. Verbs: To access, to upload, to delete, to click, to switch on, to switch off, to log in, to log out. *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)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 Language Curriculum. Target Grammatical Structures in Use: -The Simple Future Tense: (The teacher will assign a brainstorming activity tomorrow.) -Be Going to Future Tense: (I'm going to summarise the main points of the debate for our next class.) -Question tags: (We should always collaborate on assignments, shouldn't we? The students will		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				log in to the website for their group work, won't they?) -Should & ought to for obligation: (Students should share their ideas during brainstorming sessions to improve collaboration. You ought to take notes while the teacher is explaining the concept map.) -Must-have to for prohibition and obligation: (You must not share your password with anyone. The teacher said we have to upload our assignments by 5 p.m.) -Reflexive Pronouns: (You should ask yourself if you are using the right method to solve the problem. The students taught themselves how to use the AI-based learning tool.) -Can for polite requests, permission, probability, and possibility: (Can I access the homepage to download the assignments? The students can collaborate more effectively by using the interactive activity.) -Might for polite requests and probability: (Might you show me how to use the printer for the concept mapping task? The laptop might not connect to the server due to a weak signal.) -Possessive pronouns: (The laptop on the table is mine, but the printer is yours. The summary is complete, but we still		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				need to check if the solution is theirs.) -Possessive ('s): (The teacher's instructions were clear about how to define the concept. The student's laptop crashed while they were trying to edit the file.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Future Tense: Making predictions, decisions, promises, or offers made at the moment of speaking; predicting upcoming events. -Use of "Be Going to" Future Tense: Describing plans, intentions, or events based on evidence or prior decisions; describing planned activities and personal learning. -Use of the Simple Future Tense vs. Be going to: Expressing the difference between immediate and planned future actions and events. -Use of "Question Tags": Confirming or clarifying information in a polite or engaging way; inviting agreement or discussion from the listener. -Use of Modal "Should & ought to" for obligation: Giving advice or making recommendations about what is the right or responsible action to take.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Modals “Must-have to” for prohibition and obligation: -Use of Modal “Must”: Expressing strong necessity, rules, or personal obligations. -Use of Model “Have to”: Indicating external obligations or requirements; setting rules. -Use of “Reflexive Pronouns”: Referring to actions where the subject and the object are the same; emphasising that someone performed an action without help. -Use of Modal “Can” for polite requests, permission, probability, and possibility: Polite Requests: Asking for something in a kind way; making requests in classroom interactions. Permission: Requesting or granting the right to do something. Probability: Indicating likelihood of an event. Possibility: Expressing potential outcomes or abilities. -Use of Modal “Might” for polite requests and probability: Polite Requests: Asking in a formal or less direct way. Probability: Expressing uncertainty or potential likelihood of events.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of “Possessive Pronouns”: Indicating ownership or relationships between people or things; replacing nouns to avoid repetition. -Use of “Possessive (‘s)”: Showing ownership or belonging; indicating relationships, associations, or attributes. Target Social Language Expressions in Use: Don’t sleep in! The first lesson is early! Let’s keep moving in class all morning! It’s time to crack open a book! Let’s keep our heads down to finish our homework! Target Phonetical Sounds in Use: Long and short vowels: a: (/ae/; /aeı/; /ə/; /a:/; /e /; /ɜ:/; /ɑ/; / /ɒɒ/) Consonants: b: (/b/); silent /b/ 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	4	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: “Learning activities in the classroom; personal learning styles; learning with technology in the classroom”	**ENG.10.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.L2** Students can bring together the information in the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.L3** Students can make sense of and derive meaning from the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the	PERFORMANCE ASSIGNMENT: Students create a project titled "Classroom Life and Learning," focusing on three main components: learning activities in the classroom, personal learning styles, and learning with technology. Students will begin

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Vocabulary in Use (with revisional vocabulary): Vocabulary for learning activities in the classroom: Nouns: A role-play, an interactive activity, brainstorming. Verbs: To summarise, to analyse, to define, to conclude. Vocabulary for personal learning styles: Nouns: Note-taking, mind mapping and repetition, self-assessment. Verbs: To visualise. Vocabulary for learning with technology in the classroom: Nouns: Connection, a keyboard, a homepage, artificial intelligence (AI), a file, a PC, a computer. Verbs: To access, to upload, to delete, to click, to switch on, to switch off, to log in, to log out. *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)	classroom". **ENG.10.2.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 and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.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 and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.2.R1** Students can prepare for reading the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" efficiently and effectively. **ENG.10.2.R2** Students can bring information together about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" through skimming, scanning and detailed reading. **ENG.10.2.R3** Students can make sense of and derive meaning from the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology in the classroom", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness- raising and discovery. **ENG.10.2.W1** Students can prepare for writing efficiently and accurately based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W3** Students can construct new written content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" based on their understanding of the model(s) provided. **ENG.10.2.W4** Students can practise producing written content based on the current theme "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W5** Students can engage in the process of writing related to the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W6** Students can reconstruct their writing about the current theme on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to communicate effectively about it. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current	by describing the different types of activities they participate in during lessons, such as group discussions, individual assignments, or hands-on experiments, and explain how these activities help them learn. They then reflect on their personal learning styles-whether they learn best by listening, seeing, or doing—and provide examples of strategies or techniques that work for them. Finally, students explore the role of technology in their classroom learning, discussing tools like smart boards, tablets, or online resources, and how these enhance their education. The project can include written explanations, drawings, or digital presentations to make it creative and engaging. Students present their work in class, and the assignment will be evaluated based on clarity, creativity, content, and presentation skills. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Öğretmenler Günü (24 Kasım)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 Language Curriculum. Target Grammatical Structures in Use: -The Simple Future Tense: (The teacher will assign a brainstorming activity tomorrow.) -Be Going to Future Tense: (I'm going to summarise the main points of the debate for our next class.) -Question tags: (We should always collaborate on assignments, shouldn't we? The students will	content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.S2** Students can analyse and understand the model content related to "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to support the production of spoken language. **ENG.10.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.S4** Students can construct meaningful spoken content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" through efficient and meaningful practice. **ENG.10.2.S5** Students can reconstruct the information about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" when communicating with others. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology 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
				log in to the website for their group work, won't they?) -Should & ought to for obligation: (Students should share their ideas during brainstorming sessions to improve collaboration. You ought to take notes while the teacher is explaining the concept map.) -Must-have to for prohibition and obligation: (You must not share your password with anyone. The teacher said we have to upload our assignments by 5 p.m.) -Reflexive Pronouns: (You should ask yourself if you are using the right method to solve the problem. The students taught themselves how to use the AI-based learning tool.) -Can for polite requests, permission, probability, and possibility: (Can I access the homepage to download the assignments? The students can collaborate more effectively by using the interactive activity.) -Might for polite requests and probability: (Might you show me how to use the printer for the concept mapping task? The laptop might not connect to the server due to a weak signal.) -Possessive pronouns: (The laptop on the table is mine, but the printer is yours. The summary is complete, but we still		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				need to check if the solution is theirs.) -Possessive ('s): (The teacher's instructions were clear about how to define the concept. The student's laptop crashed while they were trying to edit the file.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Future Tense: Making predictions, decisions, promises, or offers made at the moment of speaking; predicting upcoming events. -Use of "Be Going to" Future Tense: Describing plans, intentions, or events based on evidence or prior decisions; describing planned activities and personal learning. -Use of the Simple Future Tense vs. Be going to: Expressing the difference between immediate and planned future actions and events. -Use of "Question Tags": Confirming or clarifying information in a polite or engaging way; inviting agreement or discussion from the listener. -Use of Modal "Should & ought to" for obligation: Giving advice or making recommendations about what is the right or responsible action to take.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Modals “Must-have to” for prohibition and obligation: -Use of Modal “Must”: Expressing strong necessity, rules, or personal obligations. -Use of Model “Have to”: Indicating external obligations or requirements; setting rules. -Use of “Reflexive Pronouns”: Referring to actions where the subject and the object are the same; emphasising that someone performed an action without help. -Use of Modal “Can” for polite requests, permission, probability, and possibility: Polite Requests: Asking for something in a kind way; making requests in classroom interactions. Permission: Requesting or granting the right to do something. Probability: Indicating likelihood of an event. Possibility: Expressing potential outcomes or abilities. -Use of Modal “Might” for polite requests and probability: Polite Requests: Asking in a formal or less direct way. Probability: Expressing uncertainty or potential likelihood of events.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of “Possessive Pronouns”: Indicating ownership or relationships between people or things; replacing nouns to avoid repetition. -Use of “Possessive (‘s)”: Showing ownership or belonging; indicating relationships, associations, or attributes. Target Social Language Expressions in Use: Don’t sleep in! The first lesson is early! Let’s keep moving in class all morning! It’s time to crack open a book! Let’s keep our heads down to finish our homework! Target Phonetical Sounds in Use: Long and short vowels: a: (/ae/; /aeı/; /ə/; /a:/; /e /; /ɜ:/; /ɑ/; / /ɒɔ/) Consonants: b: (/b/); silent /b/ c (/si/; /k/) d: /d/ *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
11	30 Kasım – 4 Aralık	4	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: “Learning activities in the classroom; personal learning styles; learning with technology in the classroom” Target Vocabulary in Use (with revisional	**ENG.10.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.L2** Students can bring together the information in the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.L3** Students can make sense of and derive meaning from the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom".	PERFORMANCE ASSIGNMENT: Students create a project titled "Classroom Life and Learning," focusing on three main components: learning activities in the classroom, personal learning styles, and learning with technology. Students will begin by describing the different types of activities they participate in during

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				vocabulary): Vocabulary for learning activities in the classroom: Nouns: A role-play, an interactive activity, brainstorming. Verbs: To summarise, to analyse, to define, to conclude. Vocabulary for personal learning styles: Nouns: Note-taking, mind mapping and repetition, self-assessment. Verbs: To visualise. Vocabulary for learning with technology in the classroom: Nouns: Connection, a keyboard, a homepage, artificial intelligence (AI), a file, a PC, a computer. Verbs: To access, to upload, to delete, to click, to switch on, to switch off, to log in, to log out. *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	**ENG.10.2.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 and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.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 and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.2.R1** Students can prepare for reading the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" efficiently and effectively. **ENG.10.2.R2** Students can bring information together about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" through skimming, scanning and detailed reading. **ENG.10.2.R3** Students can make sense of and derive meaning from the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology in the classroom", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness- raising and discovery. **ENG.10.2.W1** Students can prepare for writing efficiently and accurately based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W3** Students can construct new written content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" based on their understanding of the model(s) provided. **ENG.10.2.W4** Students can practise producing written content based on the current theme "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W5** Students can engage in the process of writing related to the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W6** Students can reconstruct their writing about the current theme on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to communicate effectively about it. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning	lessons, such as group discussions, individual assignments, or hands-on experiments, and explain how these activities help them learn. They then reflect on their personal learning styles-whether they learn best by listening, seeing, or doing—and provide examples of strategies or techniques that work for them. Finally, students explore the role of technology in their classroom learning, discussing tools like smart boards, tablets, or online resources, and how these enhance their education. The project can include written explanations, drawings, or digital presentations to make it creative and engaging. Students present their work in class, and the assignment will be evaluated based on clarity, creativity, content, and presentation skills. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Dünya Engelliler Günü (3 Aralık)

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 Language Curriculum. Target Grammatical Structures in Use: -The Simple Future Tense: (The teacher will assign a brainstorming activity tomorrow.) -Be Going to Future Tense: (I'm going to summarise the main points of the debate for our next class.) -Question tags: (We should always collaborate on assignments, shouldn't we? The students will log in to the website for their group work, won't	with technology in the classroom". **ENG.10.2.S2** Students can analyse and understand the model content related to "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to support the production of spoken language. **ENG.10.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.S4** Students can construct meaningful spoken content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" through efficient and meaningful practice. **ENG.10.2.S5** Students can reconstruct the information about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" when communicating with others. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology 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
				they?) -Should & ought to for obligation: (Students should share their ideas during brainstorming sessions to improve collaboration. You ought to take notes while the teacher is explaining the concept map.) -Must-have to for prohibition and obligation: (You must not share your password with anyone. The teacher said we have to upload our assignments by 5 p.m.) -Reflexive Pronouns: (You should ask yourself if you are using the right method to solve the problem. The students taught themselves how to use the AI-based learning tool.) -Can for polite requests, permission, probability, and possibility: (Can I access the homepage to download the assignments? The students can collaborate more effectively by using the interactive activity.) -Might for polite requests and probability: (Might you show me how to use the printer for the concept mapping task? The laptop might not connect to the server due to a weak signal.) -Possessive pronouns: (The laptop on the table is mine, but the printer is yours. The summary is complete, but we still need to check if the solution is theirs.)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Possessive ('s): (The teacher's instructions were clear about how to define the concept. The student's laptop crashed while they were trying to edit the file.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Future Tense: Making predictions, decisions, promises, or offers made at the moment of speaking; predicting upcoming events. -Use of "Be Going to" Future Tense: Describing plans, intentions, or events based on evidence or prior decisions; describing planned activities and personal learning. -Use of the Simple Future Tense vs. Be going to: Expressing the difference between immediate and planned future actions and events. -Use of "Question Tags": Confirming or clarifying information in a polite or engaging way; inviting agreement or discussion from the listener. -Use of Modal "Should & ought to" for obligation: Giving advice or making recommendations about what is the right or responsible action to take. -Use of Modals "Must-		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				have to" for prohibition and obligation: -Use of Modal "Must": Expressing strong necessity, rules, or personal obligations. -Use of Model "Have to": Indicating external obligations or requirements; setting rules. -Use of "Reflexive Pronouns": Referring to actions where the subject and the object are the same; emphasising that someone performed an action without help. -Use of Modal "Can" for polite requests, permission, probability, and possibility: Polite Requests: Asking for something in a kind way; making requests in classroom interactions. Permission: Requesting or granting the right to do something. Probability: Indicating likelihood of an event. Possibility: Expressing potential outcomes or abilities. -Use of Modal "Might" for polite requests and probability: Polite Requests: Asking in a formal or less direct way. Probability: Expressing uncertainty or potential likelihood of events. -Use of "Possessive Pronouns": Indicating		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				ownership or relationships between people or things; replacing nouns to avoid repetition. -Use of “Possessive (‘s)”: Showing ownership or belonging; indicating relationships, associations, or attributes. Target Social Language Expressions in Use: Don’t sleep in! The first lesson is early! Let’s keep moving in class all morning! It’s time to crack open a book! Let’s keep our heads down to finish our homework! Target Phonetical Sounds in Use: Long and short vowels: a: (/ae/; /aeı/; /ə/; /a:/; /e /; /ɑ:/; /a/; / /ɒ/) Consonants: b: (/b/); silent /b/ c (/si/; /k/) d: /d/ *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
12	7–11 Aralık	4	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: “Learning activities in the classroom; personal learning styles; learning with technology in the classroom” Target Vocabulary in Use (with revisional vocabulary):	**ENG.10.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.L2** Students can bring together the information in the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.L3** Students can make sense of and derive meaning from the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.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 and learning with learning activities in	PERFORMANCE ASSIGNMENT: Students create a project titled "Classroom Life and Learning," focusing on three main components: learning activities in the classroom, personal learning styles, and learning with technology. Students will begin by describing the different types of activities they participate in during lessons, such as group discussions, individual assignments, or hands-on

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for learning activities in the classroom: Nouns: A role-play, an interactive activity, brainstorming. Verbs: To summarise, to analyse, to define, to conclude. Vocabulary for personal learning styles: Nouns: Note-taking, mind mapping and repetition, self-assessment. Verbs: To visualise. Vocabulary for learning with technology in the classroom: Nouns: Connection, a keyboard, a homepage, artificial intelligence (AI), a file, a PC, a computer. Verbs: To access, to upload, to delete, to click, to switch on, to switch off, to log in, to log out. *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	the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.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 and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.2.R1** Students can prepare for reading the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" efficiently and effectively. **ENG.10.2.R2** Students can bring information together about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" through skimming, scanning and detailed reading. **ENG.10.2.R3** Students can make sense of and derive meaning from the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology in the classroom", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness- raising and discovery. **ENG.10.2.W1** Students can prepare for writing efficiently and accurately based on the current content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W3** Students can construct new written content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" based on their understanding of the model(s) provided. **ENG.10.2.W4** Students can practise producing written content based on the current theme "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W5** Students can engage in the process of writing related to the content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.W6** Students can reconstruct their writing about the current theme on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" to communicate effectively about it. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology in the classroom" in relation to themselves or others, both individually and/or with others. **ENG.10.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.S2** Students can analyse and understand the model content related to "classroom life and learning with	experiments, and explain how these activities help them learn. They then reflect on their personal learning styles-whether they learn best by listening, seeing, or doing—and provide examples of strategies or techniques that work for them. Finally, students explore the role of technology in their classroom learning, discussing tools like smart boards, tablets, or online resources, and how these enhance their education. The project can include written explanations, drawings, or digital presentations to make it creative and engaging. Students present their work in class, and the assignment will be evaluated based on clarity, creativity, content, and presentation skills. The assignment will be 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
				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 Language Curriculum. Target Grammatical Structures in Use: -The Simple Future Tense: (The teacher will assign a brainstorming activity tomorrow.) -Be Going to Future Tense: (I'm going to summarise the main points of the debate for our next class.) -Question tags: (We should always collaborate on assignments, shouldn't we? The students will log in to the website for their group work, won't they?)	learning activities in the classroom; personal learning styles; learning with technology in the classroom" to support the production of spoken language. **ENG.10.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom". **ENG.10.2.S4** Students can construct meaningful spoken content about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" through efficient and meaningful practice. **ENG.10.2.S5** Students can reconstruct the information about "classroom life and learning with learning activities in the classroom; personal learning styles; learning with technology in the classroom" when communicating with others. **ENG.10.2.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 learning activities in the classroom; personal learning styles; learning with technology 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
				-Should & ought to for obligation: (Students should share their ideas during brainstorming sessions to improve collaboration. You ought to take notes while the teacher is explaining the concept map.) -Must-have to for prohibition and obligation: (You must not share your password with anyone. The teacher said we have to upload our assignments by 5 p.m.) -Reflexive Pronouns: (You should ask yourself if you are using the right method to solve the problem. The students taught themselves how to use the AI-based learning tool.) -Can for polite requests, permission, probability, and possibility: (Can I access the homepage to download the assignments? The students can collaborate more effectively by using the interactive activity.) -Might for polite requests and probability: (Might you show me how to use the printer for the concept mapping task? The laptop might not connect to the server due to a weak signal.) -Possessive pronouns: (The laptop on the table is mine, but the printer is yours. The summary is complete, but we still need to check if the solution is theirs.) -Possessive (‘s): (The		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				teacher's instructions were clear about how to define the concept. The student's laptop crashed while they were trying to edit the file.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Future Tense: Making predictions, decisions, promises, or offers made at the moment of speaking; predicting upcoming events. -Use of "Be Going to" Future Tense: Describing plans, intentions, or events based on evidence or prior decisions; describing planned activities and personal learning. -Use of the Simple Future Tense vs. Be going to: Expressing the difference between immediate and planned future actions and events. -Use of "Question Tags": Confirming or clarifying information in a polite or engaging way; inviting agreement or discussion from the listener. -Use of Modal "Should & ought to" for obligation: Giving advice or making recommendations about what is the right or responsible action to take. -Use of Modals "Must-have to" for prohibition and obligation:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Modal “Must”: Expressing strong necessity, rules, or personal obligations. -Use of Model “Have to”: Indicating external obligations or requirements; setting rules. -Use of “Reflexive Pronouns”: Referring to actions where the subject and the object are the same; emphasising that someone performed an action without help. -Use of Modal “Can” for polite requests, permission, probability, and possibility: Polite Requests: Asking for something in a kind way; making requests in classroom interactions. Permission: Requesting or granting the right to do something. Probability: Indicating likelihood of an event. Possibility: Expressing potential outcomes or abilities. -Use of Modal “Might” for polite requests and probability: Polite Requests: Asking in a formal or less direct way. Probability: Expressing uncertainty or potential likelihood of events. -Use of “Possessive Pronouns”: Indicating ownership or relationships between		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				people or things; replacing nouns to avoid repetition. -Use of “Possessive (‘s)”: Showing ownership or belonging; indicating relationships, associations, or attributes. Target Social Language Expressions in Use: Don’t sleep in! The first lesson is early! Let’s keep moving in class all morning! It’s time to crack open a book! Let’s keep our heads down to finish our homework! Target Phonetical Sounds in Use: Long and short vowels: a: (/ae/; /aeɪ/; /ə/; /a:/; /e□ /; /ɑ̸:/; /a/; /□ □ /ɐ̸/) Consonants: b: (/b/); silent /b/ c (/si/; /k/) d: /d/ *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
13	14–18 Aralık	4	Theme 3: Personal Lıfe And Well-Beıng	"Sub-themes: ""Body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" Target Vocabulary in Use (with revisional vocabulary):	**ENG.10.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.L2** Students can bring together the information in the current content on "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.L3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.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 and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion	"PERFORMANCE ASSIGNMENT: Students create a project titled "Personal Life and Well-Being" focusing on the body parts, human illnesses and diseases; human nature and well-being today and in the future; and fashion and personal preferences. Students begin by exploring the human body and describing key body parts and their functions. They then discuss common illnesses and diseases, including ways to stay healthy and prevent these conditions

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for body parts: Nouns: A forehead, an eyebrow, an eyelash, a chin, a chest, lips, a tongue. Vocabulary for human illnesses and diseases: Nouns: A cold, flu, a fever, a cough, a headache, a stomach ache, a sore throat, a toothache, a backache, an earache, an allergy, an allergic reaction, diabetes, COVID, acne, malaria, chickenpox, measles, a painkiller, an emergency. Verbs: To vomit, to feel dizzy, to breathe. Adjectives: Painful. Vocabulary for human nature and human well-being today and in the future: Nouns: Empathy, social connection, happiness, global citizenship, digital detox, sustainability, self-care. Adjectives: Ambitious, compassionate, courageous. Vocabulary for fashion and personal fashion preferences: Nouns: (Accessories): A scarf, a headscarf, a necklace, earrings, a bracelet, a ring, a watch, a belt, a hat, a handbag, a hairband (a headband-AmE), a cap, a benie, a tie, a bow tie, gloves, a backpack (rucksack). Adjectives: (Styles): Stylish, trendy, classy, smart casual, vintage,	preferences" in relation to themselves or others, both individually and/or with others. **ENG.10.3.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 and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.3.R1** Students can prepare for reading the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" efficiently and effectively. **ENG.10.3.R2** Students can bring information together about the current content on "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" through skimming, scanning and detailed reading. **ENG.10.3.R3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others. **ENG.10.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.3.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.3.W1** Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W3** Students can construct new written content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" based on their understanding of the model(s) provided. **ENG.10.3.W4** Students can practise producing written content based on the current theme "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W5** Students can engage in the process of writing related to the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W6** Students can reconstruct their writing about the current theme on "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to communicate effectively about it. **ENG.10.3.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others. **ENG.10.3.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human	according to their ages and levels. Then, students reflect on human well-being, comparing how people maintain physical and mental health today versus what it might look like in the future. Finally, students explore the role of fashion in personal identity by describing their fashion preferences and how clothing choices affect confidence and self-expression. The project can include written descriptions, illustrations, or creative presentations, such as posters or digital slideshows. Students will present their findings in class. The assignment will be 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
				neat, well-dressed, (Clothing materials): denim, leather, cotton. (Clothing patterns): floral, striped, plain, checked, patterned. *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	well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.S2** Students can analyse and understand the model content related to "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to support the production of spoken language. **ENG.10.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.S4** Students can construct meaningful spoken content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" through efficient and meaningful practice. **ENG.10.3.S5** Students can reconstruct the information about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" when communicating with others. **ENG.10.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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. Target Grammatical Structures in Use: -All future tenses mixed: (revisional): (By next year, she will have improved her health by running every day. She is going to start yoga this weekend to improve flexibility and balance. I will try to stay resilient no matter how difficult things get in the future.) -Can for ability (revisional): (I can lift heavy weights with my arms because I work out every day.) -Comparative Adjectives (Regular, Irregular) (revisional): (His new haircut looks better than his previous style. She is more ambitious than anyone in her social circle.) -The Simple Present vs Present Progressive for Future: (She exercises every morning to keep fit and healthy. She is exercising at the gym right now to stay fit.) -Should for Advice: (You should wear a scarf in winter to protect your neck from cold winds.) -Could for ability: (She could run a marathon if she trains her legs and increases her		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				endurance.) -Adjectives (regular, -ing ending, -ed ending): (She has a beautiful face with sparkling eyes. The patient felt dizzy after experiencing a high fever. Her amazing energy inspires everyone in her fashion design team. After running for an hour, he felt exhausted and his legs were sore). -As…as, same…as, like, alike: (My sister's hair is as long as mine, both silky and healthy. Her style is similar to a vintage fashion icon, effortlessly chic.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present vs. the Present Progressive for Future: Expressing scheduled or timetabled future events (Simple Present); expressing current intentions, ongoing plans, or arrangements for the near future. (Present Progressive). Use of All Future Tenses (Mixed) (revisional): Expressing various degrees of certainty, intention, probability, and aspirations about future actions, events, and plans. -Use of modal "Should" for Advice: Giving suggestions, advice, and recommendations about what is right or appropriate.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of modal “Can” for Ability: Expressing past abilities, hypothetical situations, and future possibilities. -Use of modal “Could” for Ability: Expressing present or future abilities, skills or possibilities. -Use of Adjectives (Regular, -ing ending, -ed ending): Describing characteristics, emotions, and states (regular adjectives); describing ongoing actions or experiences (adjectives with -ing endings); describing feelings or states resulting from experiences (adjectives with -ed endings). -Use of Comparative Adjectives (Regular, Irregular): Comparing two things in terms of greater or lesser degree. -Use of “As…as, Same… as, Like, Alike”: Expressing similarity, comparison, and likeness between objects, actions, or people; describing similarities in personal habits. Target Social Language Expressions in Use: At last, you’re here in the flesh! Let’s break the leg for the concert tonight! Oh, my God! I’m in her bad books! My grandpa is fit as a fiddle despite his age!		

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				I'm feeling in the pink and ready to study! Target Phonetical Sounds in Use: Vowels: e: (/e/; /iː/, /ə/) Consonants: f: (/f/), g: (/g/, /dʒ/)h: (/h/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)"		
14	21–25 Aralık	2	Evaluatıon Theme 3: Personal Lıfe And Well-Beıng	Sub-themes: "Body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts: Nouns: A forehead, an eyebrow, an eyelash, a chin, a chest, lips, a tongue. Vocabulary for human illnesses and diseases: Nouns: A cold, flu, a fever, a cough, a headache, a stomach ache, a sore throat, a toothache, a backache, an earache, an allergy, an allergic reaction, diabetes, COVID, acne, malaria, chickenpox, measles, a painkiller, an emergency. Verbs: To vomit, to feel dizzy, to breathe. Adjectives: Painful. Vocabulary for human	**ENG.10.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.L2** Students can bring together the information in the current content on "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.L3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.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 and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others. **ENG.10.3.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 and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.3.R1** Students can prepare for reading the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" efficiently and effectively. **ENG.10.3.R2** Students can bring information together about the current content on "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" through skimming, scanning and detailed reading. **ENG.10.3.R3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others. **ENG.10.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.3.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, human illnesses and diseases;	PERFORMANCE ASSIGNMENT: Students create a project titled "Personal Life and Well-Being" focusing on the body parts, human illnesses and diseases; human nature and well-being today and in the future; and fashion and personal preferences. Students begin by exploring the human body and describing key body parts and their functions. They then discuss common illnesses and diseases, including ways to stay healthy and prevent these conditions according to their ages and levels. Then, students reflect on human well-being, comparing how people maintain physical and mental health today versus what it might look like in the future. Finally, students explore the role of fashion in personal identity by describing their fashion preferences and how clothing choices affect confidence and self-expression. The project can include written descriptions, illustrations, or creative presentations, such as posters or digital slideshows. Students will present their findings in class. The assignment will be 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
				nature and human well-being today and in the future: Nouns: Empathy, social connection, happiness, global citizenship, digital detox, sustainability, self-care. Adjectives: Ambitious, compassionate, courageous. Vocabulary for fashion and personal fashion preferences: Nouns: (Accessories): A scarf, a headscarf, a necklace, earrings, a bracelet, a ring, a watch, a belt, a hat, a handbag, a hairband (a headband-AmE), a cap, a benie, a tie, a bow tie, gloves, a backpack (rucksack). Adjectives: (Styles): Stylish, trendy, classy, smart casual, vintage, neat, well-dressed, (Clothing materials): denim, leather, cotton. (Clothing patterns): floral, striped, plain, checked, patterned. *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	human nature and human well-being today and in the future; fashion and personal fashion preferences", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.3.W1** Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W3** Students can construct new written content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" based on their understanding of the model(s) provided. **ENG.10.3.W4** Students can practise producing written content based on the current theme "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W5** Students can engage in the process of writing related to the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W6** Students can reconstruct their writing about the current theme on "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to communicate effectively about it. **ENG.10.3.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others. **ENG.10.3.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.S2** Students can analyse and understand the model content related to "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to support the production of spoken language. **ENG.10.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.S4** Students can construct meaningful spoken content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" through efficient and meaningful practice. **ENG.10.3.S5** Students can reconstruct the information about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" when communicating with others. **ENG.10.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" 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 Language Curriculum. Target Grammatical Structures in Use: -All future tenses mixed: (revisional): (By next year, she will have improved her health by running every day. She is going to start yoga this weekend to improve flexibility and balance. I will try to stay resilient no matter how difficult things get in the future.) -Can for ability (revisional): (I can lift heavy weights with my		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				arms because I work out every day.) -Comparative Adjectives (Regular, Irregular) (revisional): (His new haircut looks better than his previous style. She is more ambitious than anyone in her social circle.) -The Simple Present vs Present Progressive for Future: (She exercises every morning to keep fit and healthy. She is exercising at the gym right now to stay fit.) -Should for Advice: (You should wear a scarf in winter to protect your neck from cold winds.) -Could for ability: (She could run a marathon if she trains her legs and increases her endurance.) -Adjectives (regular, -ing ending, -ed ending): (She has a beautiful face with sparkling eyes. The patient felt dizzy after experiencing a high fever. Her amazing energy inspires everyone in her fashion design team. After running for an hour, he felt exhausted and his legs were sore). -As…as, same…as, like, alike: (My sister's hair is as long as mine, both silky and healthy. Her style is similar to a vintage fashion icon, effortlessly chic.) Functions of the Target Grammatical Structures in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of the Simple Present vs. the Present Progressive for Future: Expressing scheduled or timetabled future events (Simple Present); expressing current intentions, ongoing plans, or arrangements for the near future. (Present Progressive). Use of All Future Tenses (Mixed) (revisional): Expressing various degrees of certainty, intention, probability, and aspirations about future actions, events, and plans. -Use of modal “Should” for Advice: Giving suggestions, advice, and recommendations about what is right or appropriate. -Use of modal “Can” for Ability: Expressing past abilities, hypothetical situations, and future possibilities. -Use of modal “Could” for Ability: Expressing present or future abilities, skills or possibilities. -Use of Adjectives (Regular, -ing ending, -ed ending): Describing characteristics, emotions, and states (regular adjectives); describing ongoing actions or experiences (adjectives with -ing endings); describing feelings or states resulting from experiences (adjectives with -ed endings).		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Comparative Adjectives (Regular, Irregular): Comparing two things in terms of greater or lesser degree. -Use of “As…as, Same… as, Like, Alike”: Expressing similarity, comparison, and likeness between objects, actions, or people; describing similarities in personal habits. Target Social Language Expressions in Use: At last, you’re here in the flesh! Let’s break the leg for the concert tonight! Oh, my God! I’m in her bad books! My grandpa is fit as a fiddle despite his age! I’m feeling in the pink and ready to study! Target Phonetical Sounds in Use: Vowels: e: (/e/; /i:/, /ə/) Consonants: f: (/f/), g: (/ g/, /d /)h: (/h/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
15	28 Aralık – 1 Ocak	4	Theme 3: Personal Lıfe And Well-Beıng	Sub-themes: "Body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" Target Vocabulary in Use (with revisional	**ENG.10.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.L2** Students can bring together the information in the current content on "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.L3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences".	PERFORMANCE ASSIGNMENT: Students create a project titled "Personal Life and Well-Being" focusing on the body parts, human illnesses and diseases; human nature and well-being today and in the future; and fashion and personal preferences. Students begin by exploring the human body and describing key body parts and their functions. They then

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				vocabulary): Vocabulary for body parts: Nouns: A forehead, an eyebrow, an eyelash, a chin, a chest, lips, a tongue. Vocabulary for human illnesses and diseases: Nouns: A cold, flu, a fever, a cough, a headache, a stomach ache, a sore throat, a toothache, a backache, an earache, an allergy, an allergic reaction, diabetes, COVID, acne, malaria, chickenpox, measles, a painkiller, an emergency. Verbs: To vomit, to feel dizzy, to breathe. Adjectives: Painful. Vocabulary for human nature and human well-being today and in the future: Nouns: Empathy, social connection, happiness, global citizenship, digital detox, sustainability, self-care. Adjectives: Ambitious, compassionate, courageous. Vocabulary for fashion and personal fashion preferences: Nouns: (Accessories): A scarf, a headscarf, a necklace, earrings, a bracelet, a ring, a watch, a belt, a hat, a handbag, a hairband (a headband-AmE), a cap, a benie, a tie, a bow tie, gloves, a backpack (rucksack). Adjectives: (Styles):	**ENG.10.3.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 and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others. **ENG.10.3.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 and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.3.R1** Students can prepare for reading the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" efficiently and effectively. **ENG.10.3.R2** Students can bring information together about the current content on "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" through skimming, scanning and detailed reading. **ENG.10.3.R3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others. **ENG.10.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.3.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.3.W1** Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W3** Students can construct new written content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" based on their understanding of the model(s) provided. **ENG.10.3.W4** Students can practise producing written content based on the current theme "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W5** Students can engage in the process of writing related to the content on "personal life and well-being with body parts, human illnesses and diseases; 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Then, students reflect on human well-being, comparing how people maintain physical and mental health today versus what it might look like in the future. Finally, students explore the role of fashion in personal identity by describing their fashion preferences and how clothing choices affect confidence and self-expression. The project can include written descriptions, illustrations, or creative presentations, such as posters or digital slideshows. Students will present their findings in class. The assignment will be 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
				Stylish, trendy, classy, smart casual, vintage, neat, well-dressed, (Clothing materials): denim, leather, cotton. (Clothing patterns): floral, striped, plain, checked, patterned. *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	**ENG.10.3.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.S2** Students can analyse and understand the model content related to "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to support the production of spoken language. **ENG.10.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.S4** Students can construct meaningful spoken content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" through efficient and meaningful practice. **ENG.10.3.S5** Students can reconstruct the information about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" when communicating with others. **ENG.10.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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. Target Grammatical Structures in Use: -All future tenses mixed: (revisional): (By next year, she will have improved her health by running every day. She is going to start yoga this weekend to improve flexibility and balance. I will try to stay resilient no matter how difficult things get in the future.) -Can for ability (revisional): (I can lift heavy weights with my arms because I work out every day.) -Comparative Adjectives (Regular, Irregular) (revisional): (His new haircut looks better than his previous style. She is more ambitious than anyone in her social circle.) -The Simple Present vs Present Progressive for Future: (She exercises every morning to keep fit and healthy. She is exercising at the gym right now to stay fit.) -Should for Advice: (You should wear a scarf in winter to protect your neck from cold winds.) -Could for ability: (She could run a marathon if		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				she trains her legs and increases her endurance.) -Adjectives (regular, -ing ending, -ed ending): (She has a beautiful face with sparkling eyes. The patient felt dizzy after experiencing a high fever. Her amazing energy inspires everyone in her fashion design team. After running for an hour, he felt exhausted and his legs were sore). -As…as, same…as, like, alike: (My sister's hair is as long as mine, both silky and healthy. Her style is similar to a vintage fashion icon, effortlessly chic.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present vs. the Present Progressive for Future: Expressing scheduled or timetabled future events (Simple Present); expressing current intentions, ongoing plans, or arrangements for the near future. (Present Progressive). Use of All Future Tenses (Mixed) (revisional): Expressing various degrees of certainty, intention, probability, and aspirations about future actions, events, and plans. -Use of modal "Should" for Advice: Giving suggestions, advice, and recommendations about what is right or		

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				appropriate. -Use of modal “Can” for Ability: Expressing past abilities, hypothetical situations, and future possibilities. -Use of modal “Could” for Ability: Expressing present or future abilities, skills or possibilities. -Use of Adjectives (Regular, -ing ending, -ed ending): Describing characteristics, emotions, and states (regular adjectives); describing ongoing actions or experiences (adjectives with -ing endings); describing feelings or states resulting from experiences (adjectives with -ed endings). -Use of Comparative Adjectives (Regular, Irregular): Comparing two things in terms of greater or lesser degree. -Use of “As…as, Same… as, Like, Alike”: Expressing similarity, comparison, and likeness between objects, actions, or people; describing similarities in personal habits. Target Social Language Expressions in Use: At last, you’re here in the flesh! Let’s break the leg for the concert tonight! Oh, my God! I’m in her bad books!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				My grandpa is fit as a fiddle despite his age! I'm feeling in the pink and ready to study! Target Phonetical Sounds in Use: Vowels: e: (/e/; /i:/, /ə/) Consonants: f: (/f/), g: (/g/, /d /)h: (/h/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
16	4–8 Ocak	4	Theme 3: Personal Lıfe And Well-Beıng	Sub-themes: "Body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts: Nouns: A forehead, an eyebrow, an eyelash, a chin, a chest, lips, a tongue. Vocabulary for human illnesses and diseases: Nouns: A cold, flu, a fever, a cough, a headache, a stomach ache, a sore throat, a toothache, a backache, an earache, an allergy, an allergic reaction, diabetes, COVID, acne, malaria, chickenpox, measles, a painkiller, an emergency. Verbs: To vomit, to feel dizzy, to breathe. Adjectives: Painful.	**ENG.10.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.L2** Students can bring together the information in the current content on "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.L3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.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 and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others. **ENG.10.3.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 and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.3.R1** Students can prepare for reading the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" efficiently and effectively. **ENG.10.3.R2** Students can bring information together about the current content on "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" through skimming, scanning and detailed reading. **ENG.10.3.R3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others. **ENG.10.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" after recognising them in context and developing their conscious and inductive vocabulary learning skills.	PERFORMANCE ASSIGNMENT: Students create a project titled "Personal Life and Well-Being" focusing on the body parts, human illnesses and diseases; human nature and well-being today and in the future; and fashion and personal preferences. Students begin by exploring the human body and describing key body parts and their functions. They then discuss common illnesses and diseases, including ways to stay healthy and prevent these conditions according to their ages and levels. Then, students reflect on human well-being, comparing how people maintain physical and mental health today versus what it might look like in the future. Finally, students explore the role of fashion in personal identity by describing their fashion preferences and how clothing choices affect confidence and self-expression. The project can include written descriptions, illustrations, or creative presentations, such as posters or digital slideshows. Students will present their findings in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				Vocabulary for human nature and human well-being today and in the future: Nouns: Empathy, social connection, happiness, global citizenship, digital detox, sustainability, self-care. Adjectives: Ambitious, compassionate, courageous. Vocabulary for fashion and personal fashion preferences: Nouns: (Accessories): A scarf, a headscarf, a necklace, earrings, a bracelet, a ring, a watch, a belt, a hat, a handbag, a hairband (a headband-AmE), a cap, a benie, a tie, a bow tie, gloves, a backpack (rucksack). Adjectives: (Styles): Stylish, trendy, classy, smart casual, vintage, neat, well-dressed, (Clothing materials): denim, leather, cotton. (Clothing patterns): floral, striped, plain, checked, patterned. *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)".	**ENG.10.3.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.3.W1** Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W3** Students can construct new written content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" based on their understanding of the model(s) provided. **ENG.10.3.W4** Students can practise producing written content based on the current theme "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W5** Students can engage in the process of writing related to the content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.W6** Students can reconstruct their writing about the current theme on "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to communicate effectively about it. **ENG.10.3.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others. **ENG.10.3.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.S2** Students can analyse and understand the model content related to "personal life and well- being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" to support the production of spoken language. **ENG.10.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences". **ENG.10.3.S4** Students can construct meaningful spoken content about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" through efficient and meaningful practice. **ENG.10.3.S5** Students can reconstruct the information about "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" when communicating with others. **ENG.10.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and well-being with body parts, human illnesses and diseases; human nature and human well-being today and in the future; fashion and personal fashion preferences" in relation to themselves or others, both individually and/or with others.	

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				*(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 Language Curriculum. Target Grammatical Structures in Use: -All future tenses mixed: (revisional): (By next year, she will have improved her health by running every day. She is going to start yoga this weekend to improve flexibility and balance. I will try to stay resilient no matter how difficult things get in the future.) -Can for ability		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(revisional): (I can lift heavy weights with my arms because I work out every day.) -Comparative Adjectives (Regular, Irregular) (revisional): (His new haircut looks better than his previous style. She is more ambitious than anyone in her social circle.) -The Simple Present vs Present Progressive for Future: (She exercises every morning to keep fit and healthy. She is exercising at the gym right now to stay fit.) -Should for Advice: (You should wear a scarf in winter to protect your neck from cold winds.) -Could for ability: (She could run a marathon if she trains her legs and increases her endurance.) -Adjectives (regular, -ing ending, -ed ending): (She has a beautiful face with sparkling eyes. The patient felt dizzy after experiencing a high fever. Her amazing energy inspires everyone in her fashion design team. After running for an hour, he felt exhausted and his legs were sore). -As…as, same…as, like, alike: (My sister's hair is as long as mine, both silky and healthy. Her style is similar to a vintage fashion icon, effortlessly chic.) Functions of the Target		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Structures in Use: -Use of the Simple Present vs. the Present Progressive for Future: Expressing scheduled or timetabled future events (Simple Present); expressing current intentions, ongoing plans, or arrangements for the near future. (Present Progressive). Use of All Future Tenses (Mixed) (revisional): Expressing various degrees of certainty, intention, probability, and aspirations about future actions, events, and plans. -Use of modal “Should” for Advice: Giving suggestions, advice, and recommendations about what is right or appropriate. -Use of modal “Can” for Ability: Expressing past abilities, hypothetical situations, and future possibilities. -Use of modal “Could” for Ability: Expressing present or future abilities, skills or possibilities. -Use of Adjectives (Regular, -ing ending, -ed ending): Describing characteristics, emotions, and states (regular adjectives); describing ongoing actions or experiences (adjectives with -ing endings); describing feelings or states resulting from experiences (adjectives		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				with -ed endings). -Use of Comparative Adjectives (Regular, Irregular): Comparing two things in terms of greater or lesser degree. -Use of “As…as, Same… as, Like, Alike”: Expressing similarity, comparison, and likeness between objects, actions, or people; describing similarities in personal habits. Target Social Language Expressions in Use: At last, you’re here in the flesh! Let’s break the leg for the concert tonight! Oh, my God! I’m in her bad books! My grandpa is fit as a fiddle despite his age! I’m feeling in the pink and ready to study! Target Phonetical Sounds in Use: Vowels: e: (/e/; /i:/, /ə/) Consonants: f: (/f/), g: (/g/, /d /)h: (/h/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
17	11–15 Ocak	4	Theme 4: Famıly Lıfe & Home	" Sub-themes: "Family members and their daily routines today and in the past; hobbies and interests of family members (sports &	**ENG.10.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.L2** Students can bring together the information in the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.L3** Students can make sense of and derive meaning from the current content on "family life and home	PERFORMANCE ASSIGNMENT: Students will create a project titled "Family Life and Home," exploring the dynamics of family life across time and cultures. They will begin by describing the daily routines of their family members, comparing these routines to those of previous

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				films); different types of houses and families from the world" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family members and their daily routines: Nouns: (revisional) a great-grandmother/ father, a mother / father /brother /sister / daughter /son-in-law, a half-sister/brother, (target) a sibling, a distant relative. Verbs: To run errands, to commute, to do household chores, to do the dusting, to do the laundry, to set the table, to empty the dishwasher, to do the ironing. Types of families: Nouns: A single-parent family, an immediate family, a family, a nuclear family. Vocabulary for different types of houses and families from the world: Types of houses: Nouns: (revisional) a detached house, a semi-detached house, a cottage, villa, a terraced house, (target) an attached house, an igloo, a hut, a houseboat, a farmhouse, a treehouse. Vocabulary for hobbies and interests of family members (sports & films): Sports:	with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.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 and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others. **ENG.10.4.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 and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.4.R1** Students can prepare for reading the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" efficiently and effectively. **ENG.10.4.R2** Students can bring information together about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" through skimming, scanning and detailed reading. **ENG.10.4.R3** Students can make sense of and derive meaning from the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/ or with others. **ENG.10.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.4.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.4.W1** Students can prepare for writing efficiently and accurately based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W3** Students can construct new written content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" based on their understanding of the model(s) provided. **ENG.10.4.W4** Students can practise producing written content based on the current theme "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W5** Students can engage in the process of writing related to the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W6** Students can reconstruct their writing about the current theme on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to communicate effectively about it.	generations to highlight how roles and responsibilities have evolved. Next, they will focus on hobbies and interests within the family, such as favourite sports or films, and explain how these activities contribute to relations and personal expression. Finally, students will research different types of houses and family structures around the world, comparing them to their own experiences and reflecting on how cultural differences influence family life and home environments. The project should include creative elements such as family interviews, photos, drawings, or videos and will be presented in class. The assignment will be 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
				Nouns: Playing badminton, to go cycling / running / jogging / hiking / trekking / rafting / swimming / surfing / skating / skiing / snowboarding, to ride a horse, to do archery, to do extreme sports. Vocabulary for film genres: Nouns: Science fiction (sci-fi), thrillers, horror films, documentaries, (target) romantic comedies, sitcoms. *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	**ENG.10.4.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others. **ENG.10.4.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.S2** Students can analyse and understand the model content related to "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to support the production of spoken language. **ENG.10.4.S3** Students can produce meaningful and accurate spoken content related to the current theme on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.S4** Students can construct meaningful spoken content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" through efficient and meaningful practice. **ENG.10.4.S5** Students can reconstruct the information about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" when communicating with others. **ENG.10.4.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from 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
				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 Language Curriculum. Target Grammatical Structures in Use: -The Simple Past Tense (to be: Was/Were, There was/There were) (Regular, Irregular verbs): (Yesterday, there was a big family gathering at our detached house. My sisters were very hardworking; they prepared meals, tidied up, and set the table every day. My brother played basketball every weekend when he was younger.) -Question tags: (Your sibling likes watching science fiction films as a teenager, doesn't she?) -Could for ability: (My sister could ride a horse very well when she was younger. My father could do archery when he was a teenager living in the countryside.) -Used to: (When I was a child, we used to live in a		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				small cottage in the mountains. My great-grandmother used to wake up at 5 a.m. every day to do the cleaning and washing up.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Past Tense (to be: was/were, there was/were) Regular,irregularverbs:Describingactions,statesand/ oreventsthathappenedanddwerecompletedinthepast. -Use of “Question Tags” with the Simple Past Tense: Seeking information about people, actions, or events, whether they happened in the past. -Use of Modal “Could” for ability (in the past): Expressing past or present abilities, skills, and/or possibilities. -Use of “Used to”: Describing habits, or states that were true in the past but are no longer the case. Target Social Language Expressions in Use: Cheers for helping me! Keep your chin up! She’s under the weather because of her problems! The exam was just a doodle! You always pull my leg!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Phonological Sounds in Use: Vowel: i (/aı/, /ı/, /i:/) Consonants: j (/d eɪ /, / d /)k: (/k/); l: (/ l/ l/) *(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	4	Theme 4: Famıly Lıfe & Home	Sub-themes: "Family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family members and their daily routines: Nouns: (revisional) a great-grandmother/ father, a mother / father /brother /sister / daughter /son-in-law, a half-sister/brother, (target) a sibling, a distant relative. Verbs: To run errands, to commute, to do household chores, to do the dusting, to do the laundry, to set the table, to empty the dishwasher, to do the ironing. Types of families: Nouns: A single-parent	**ENG.10.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.L2** Students can bring together the information in the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.L3** Students can make sense of and derive meaning from the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.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 and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others. **ENG.10.4.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 and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.4.R1** Students can prepare for reading the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" efficiently and effectively. **ENG.10.4.R2** Students can bring information together about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" through skimming, scanning and detailed reading. **ENG.10.4.R3** Students can make sense of and derive meaning from the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/ or with others. **ENG.10.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" after recognising them in context and developing their conscious and inductive vocabulary learning skills.	PERFORMANCE ASSIGNMENT: Students will create a project titled "Family Life and Home," exploring the dynamics of family life across time and cultures. They will begin by describing the daily routines of their family members, comparing these routines to those of previous generations to highlight how roles and responsibilities have evolved. Next, they will focus on hobbies and interests within the family, such as favourite sports or films, and explain how these activities contribute to relations and personal expression. Finally, students will research different types of houses and family structures around the world, comparing them to their own experiences and reflecting on how cultural differences influence family life and home environments. The project should include creative elements such as family interviews, photos, drawings, or videos and will be presented in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				family, an immediate family, a family, a nuclear family. Vocabulary for different types of houses and families from the world: Types of houses: Nouns: (revisional) a detached house, a semi-detached house, a cottage, villa, a terraced house, (target) an attached house, an igloo, a hut, a houseboat, a farmhouse, a treehouse. Vocabulary for hobbies and interests of family members (sports & films): Sports: Nouns: Playing badminton, to go cycling / running / jogging / hiking / trekking / rafting / swimming / surfing / skating / skiing / snowboarding, to ride a horse, to do archery, to do extreme sports. Vocabulary for film genres: Nouns: Science fiction (sci-fi), thrillers, horror films, documentaries, (target) romantic comedies, sitcoms. *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	**ENG.10.4.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.4.W1** Students can prepare for writing efficiently and accurately based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W3** Students can construct new written content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" based on their understanding of the model(s) provided. **ENG.10.4.W4** Students can practise producing written content based on the current theme "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W5** Students can engage in the process of writing related to the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W6** Students can reconstruct their writing about the current theme on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to communicate effectively about it. **ENG.10.4.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others. **ENG.10.4.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.S2** Students can analyse and understand the model content related to "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to support the production of spoken language. **ENG.10.4.S3** Students can produce meaningful and accurate spoken content related to the current theme on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.S4** Students can construct meaningful spoken content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" through efficient and meaningful practice. **ENG.10.4.S5** Students can reconstruct the information about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" when communicating with others. **ENG.10.4.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from 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
				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 Language Curriculum. Target Grammatical Structures in Use: -The Simple Past Tense (to be: Was/Were, There was/There were) (Regular, Irregular verbs): (Yesterday, there was a big family gathering at		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				our detached house. My sisters were very hardworking; they prepared meals, tidied up, and set the table every day. My brother played basketball every weekend when he was younger.) -Question tags: (Your sibling likes watching science fiction films as a teenager, doesn't she?) -Could for ability: (My sister could ride a horse very well when she was younger. My father could do archery when he was a teenager living in the countryside.) -Used to: (When I was a child, we used to live in a small cottage in the mountains. My great-grandmother used to wake up at 5 a.m. every day to do the cleaning and washing up.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Past Tense (to be: was/were, there was/were) Regular,irregularverbs:Describingactions,statesand/ oreventsthathappenedanddwerecompletedinthepast. -Use of "Question Tags" with the Simple Past Tense: Seeking information about people, actions, or events, whether they happened in the past. -Use of Modal "Could" for ability (in the past):		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Expressing past or present abilities, skills, and/or possibilities. -Use of “Used to”: Describing habits, or states that were true in the past but are no longer the case. Target Social Language Expressions in Use: Cheers for helping me! Keep your chin up! She’s under the weather because of her problems! The exam was just a doodle! You always pull my leg! Target Phonological Sounds in Use: Vowel: i (/aı/, /ı/, /i:/) Consonants: j (/d e /, / d /)k: (/k/); l: (/ l/ ɬ/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
20	15–19 Şubat	4	Theme 4: Famıly Lıfe & Home	Sub-themes: "Family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family members and their daily	**ENG.10.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.L2** Students can bring together the information in the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.L3** Students can make sense of and derive meaning from the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.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 and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others. **ENG.10.4.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	PERFORMANCE ASSIGNMENT: Students will create a project titled "Family Life and Home," exploring the dynamics of family life across time and cultures. They will begin by describing the daily routines of their family members, comparing these routines to those of previous generations to highlight how roles and responsibilities have evolved. Next, they will focus on hobbies and interests within the family, such as favourite sports or films, and explain how these activities contribute to relations and personal expression. Finally, students will research different

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				routines: Nouns: (revisional) a great-grandmother/ father, a mother / father /brother /sister / daughter /son-in-law, a half-sister/brother, (target) a sibling, a distant relative. Verbs: To run errands, to commute, to do household chores, to do the dusting, to do the laundry, to set the table, to empty the dishwasher, to do the ironing. Types of families: Nouns: A single-parent family, an immediate family, a family, a nuclear family. Vocabulary for different types of houses and families from the world: Types of houses: Nouns: (revisional) a detached house, a semi-detached house, a cottage, villa, a terraced house, (target) an attached house, an igloo, a hut, a houseboat, a farmhouse, a treehouse. Vocabulary for hobbies and interests of family members (sports & films): Sports: Nouns: Playing badminton, to go cycling / running / jogging / hiking / trekking / rafting / swimming / surfing / skating / skiing / snowboarding, to ride a horse, to do archery, to do extreme sports.	current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.4.R1** Students can prepare for reading the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" efficiently and effectively. **ENG.10.4.R2** Students can bring information together about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" through skimming, scanning and detailed reading. **ENG.10.4.R3** Students can make sense of and derive meaning from the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/ or with others. **ENG.10.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.4.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.4.W1** Students can prepare for writing efficiently and accurately based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W3** Students can construct new written content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" based on their understanding of the model(s) provided. **ENG.10.4.W4** Students can practise producing written content based on the current theme "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W5** Students can engage in the process of writing related to the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W6** Students can reconstruct their writing about the current theme on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to communicate effectively about it. **ENG.10.4.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others. **ENG.10.4.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.S2** Students can analyse and understand the model content related to "family life and home with family	types of houses and family structures around the world, comparing them to their own experiences and reflecting on how cultural differences influence family life and home environments. The project should include creative elements such as family interviews, photos, drawings, or videos and will be presented in class. The assignment will be 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
				Vocabulary for film genres: Nouns: Science fiction (sci-fi), thrillers, horror films, documentaries, (target) romantic comedies, sitcoms. *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	members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to support the production of spoken language. **ENG.10.4.S3** Students can produce meaningful and accurate spoken content related to the current theme on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.S4** Students can construct meaningful spoken content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" through efficient and meaningful practice. **ENG.10.4.S5** Students can reconstruct the information about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" when communicating with others. **ENG.10.4.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from 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
				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. Target Grammatical Structures in Use: -The Simple Past Tense (to be: Was/Were, There was/There were) (Regular, Irregular verbs): (Yesterday, there was a big family gathering at our detached house. My sisters were very hardworking; they prepared meals, tidied up, and set the table every day. My brother played basketball every weekend when he was younger.) -Question tags: (Your sibling likes watching science fiction films as a teenager, doesn't she?) -Could for ability: (My sister could ride a horse very well when she was younger. My father could do archery when he was a teenager living in the countryside.) -Used to: (When I was a child, we used to live in a small cottage in the mountains. My great-grandmother used to wake up at 5 a.m. every day to do the cleaning and washing up.) Functions of the Target Grammatical Structures in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of the Simple Past Tense (to be: was/were, there was/were) Regular,irregularverbs:Describingactions,statesand/ oreventsthathappenedandwerecompletedinthepast. -Use of “Question Tags” with the Simple Past Tense: Seeking information about people, actions, or events, whether they happened in the past. -Use of Modal “Could” for ability (in the past): Expressing past or present abilities, skills, and/or possibilities. -Use of “Used to”: Describing habits, or states that were true in the past but are no longer the case. Target Social Language Expressions in Use: Cheers for helping me! Keep your chin up! She’s under the weather because of her problems! The exam was just a doodle! You always pull my leg! Target Phonological Sounds in Use: Vowel: i (/aɪ/, /ɪ/, /i:/) Consonants: j (/d⃞ e⃞ /, /d⃞ /)k: (/k/); l: (/⃞ l/ l̸/) *(Phonetic symbols will		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				not be taught. Only sounds will be practised through the target words in the theme.)		
21	22–26 Şubat	2	Theme 4: Famıly Lıfe & Home Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	Sub-themes: "Family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family members and their daily routines: Nouns: (revisional) a great-grandmother/ father, a mother / father /brother /sister / daughter /son-in-law, a half-sister/brother, (target) a sibling, a distant relative. Verbs: To run errands, to commute, to do household chores, to do the dusting, to do the laundry, to set the table, to empty the dishwasher, to do the ironing. Types of families: Nouns: A single-parent family, an immediate family, a family, a nuclear family. Vocabulary for different types of houses and families from the world: Types of houses: Nouns: (revisional) a detached house, a semi-detached house, a cottage, villa, a terraced house, (target) an	**ENG.10.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.L2** Students can bring together the information in the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.L3** Students can make sense of and derive meaning from the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.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 and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others. **ENG.10.4.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 and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.4.R1** Students can prepare for reading the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" efficiently and effectively. **ENG.10.4.R2** Students can bring information together about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" through skimming, scanning and detailed reading. **ENG.10.4.R3** Students can make sense of and derive meaning from the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/ or with others. **ENG.10.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.4.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.4.W1** Students can prepare for writing efficiently and accurately based on the current content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W3** Students can construct new written content on "family life and home with family members and their	PERFORMANCE ASSIGNMENT: Students will create a project titled "Family Life and Home," exploring the dynamics of family life across time and cultures. They will begin by describing the daily routines of their family members, comparing these routines to those of previous generations to highlight how roles and responsibilities have evolved. Next, they will focus on hobbies and interests within the family, such as favourite sports or films, and explain how these activities contribute to relations and personal expression. Finally, students will research different types of houses and family structures around the world, comparing them to their own experiences and reflecting on how cultural differences influence family life and home environments. The project should include creative elements such as family interviews, photos, drawings, or videos and will be presented in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. PERFORMANCE ASSIGNMENT: Students conduct an interview with a person from their neighbourhood such as a driver, a chemist, a neighbour, an officer etc. about past experiences of these people in the city in terms of public transportation, the pros and cons of different types of transportation in the neighbourhood and city, getting help from services in the neighbourhood and the city and social life. Students begin by preparing interview questions. Next, they elicit and decide the questions. Then, they choose the person for the interview. They may use avatars or AI to create characters for the interviews. The interview should include creative elements, such as charts, or videos, and students will present their findings in class. The assignment will be evaluated by using a rubric

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				attached house, an igloo, a hut, a houseboat, a farmhouse, a treehouse. Vocabulary for hobbies and interests of family members (sports & films): Sports: Nouns: Playing badminton, to go cycling / running / jogging / hiking / trekking / rafting / swimming / surfing / skating / skiing / snowboarding, to ride a horse, to do archery, to do extreme sports. Vocabulary for film genres: Nouns: Science fiction (sci-fi), thrillers, horror films, documentaries, (target) romantic comedies, sitcoms. *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	daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" based on their understanding of the model(s) provided. **ENG.10.4.W4** Students can practise producing written content based on the current theme "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W5** Students can engage in the process of writing related to the content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.W6** Students can reconstruct their writing about the current theme on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to communicate effectively about it. **ENG.10.4.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/or with others. **ENG.10.4.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.S2** Students can analyse and understand the model content related to "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" to support the production of spoken language. **ENG.10.4.S3** Students can produce meaningful and accurate spoken content related to the current theme on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world". **ENG.10.4.S4** Students can construct meaningful spoken content about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" through efficient and meaningful practice. **ENG.10.4.S5** Students can reconstruct the information about "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" when communicating with others. **ENG.10.4.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life and home with family members and their daily routines today and in the past; hobbies and interests of family members (sports & films); different types of houses and families from the world" in relation to themselves or others, both individually and/ or with others. **ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.L2** Students can bring together the information in the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.L3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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	scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 Language Curriculum. Target Grammatical Structures in Use: -The Simple Past Tense (to be: Was/Were, There was/There were) (Regular, Irregular verbs): (Yesterday, there was a big family gathering at our detached house. My sisters were very hardworking; they prepared meals, tidied up, and set the table every day. My brother played basketball every weekend when he was younger.) -Question tags: (Your sibling likes watching science fiction films as a teenager, doesn't she?)	current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.5.R1** Students can prepare for reading the content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" efficiently and effectively. **ENG.10.5.R2** Students can bring information together about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" through skimming, scanning and detailed reading. **ENG.10.5.R3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of 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.10.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.W3** Students can construct new written content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" based on their understanding of the model(s) provided. **ENG.10.5.W4** Students can practise producing written content based on the current theme "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.W5** Students can engage in the process of writing related to the content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.W6** Students can reconstruct their writing about the current theme on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Could for ability: (My sister could ride a horse very well when she was younger. My father could do archery when he was a teenager living in the countryside.) -Used to: (When I was a child, we used to live in a small cottage in the mountains. My great-grandmother used to wake up at 5 a.m. every day to do the cleaning and washing up.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Past Tense (to be: was/were, there was/were) Regular,irregularverbs:Describingactions,statesand/ oreventsthathappenedandwerecompletedinthepast. -Use of “Question Tags” with the Simple Past Tense: Seeking information about people, actions, or events, whether they happened in the past. -Use of Modal “Could” for ability (in the past): Expressing past or present abilities, skills, and/or possibilities. -Use of “Used to”: Describing habits, or states that were true in the past but are no longer the case. Target Social Language Expressions in Use: Cheers for helping me!	communicate effectively about it. **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.S2** Students can analyse and understand the model content related to "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to support the production of spoken language. **ENG.10.5.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.S4** Students can construct meaningful spoken content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" through efficient and meaningful practice. **ENG.10.5.S5** Students can reconstruct the information about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" when communicating with others. **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Keep your chin up! She's under the weather because of her problems! The exam was just a doodle! You always pull my leg! Target Phonological Sounds in Use: Vowel: i (/aɪ/, /ɪ/, /i:/) Consonants: j (/d eɪ /, / d)k: (/k/); l: (/ l/ /l/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.) Sub-themes: "Activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" Target Vocabulary in Use (with revisional vocabulary): Transportation: A bus, a train, a bike / bicycle, a taxi, on foot, a car, an aeroplane (air-plane-AmE). Vocabulary for activities to do in attractions and recreational places in the neighbourhood and city (cafes, cinemas; gyms, sports clubs): Verbs: To surf the Net, to chill out, to buy popcorn/ snacks, to attend fitness		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				classes, to join tournaments, to do Pilates. Vocabulary for getting help from services in the neighbourhood and the city (pharmacies, hospitals etc): Nouns: A first-aid kit, a bandage. Verbs: To buy medicine, to ask for advice, to buy health products/ vitamins, to check blood pressure, to attend check-ups, to browse (in a chemist's) Vocabulary for pros and cons of different types of transportation in the neighbourhood and city: Transportation: Nouns: Public transport, an underground (subway-AmE), a ferry, a motorbike, a tram, a ship, a lorry (truck-AmE), e-scooters. Pros and cons: Adjectives: Eco-friendly, reliable, efficient, affordable, convenient, time-saving, timeconsuming, polluting, unsafe, uncomfortable, (prone to) delays. Target Grammatical Structures in Use: -The Past Progressive Tense: (I was going to the school by bike yesterday morning. I was going to school on foot while you were taking the bus last morning.) -The Simple Past Tense vs Past Progressive Tense: (The doctor was		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				checking my blood pressure when you called me.) -Question tags: (You came to school on foot yesterday, didn't you? There wasn't a traffic jam two hours ago, was there?) *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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. Functions of the Target Grammatical Structures in Use: Use of the Past Progressive Tense: Describing an action or other actions that are in progress in the past. Use of The Simple Past Tense vs Past Progressive Tense: Contrasting a completed action at specified time in the past with an action in progress at an exact moment in the past. Use of Question Tags for The Simple Past Tense & The Past Progressive Tense: Confirming or clarifying past events. Target Social Language Expressions in Use: I need to pop to the market! This city is full of cool sights! Let's catch the bus! What a traffic jam! The Topkapı Palace is a must-see in İstanbul!" Target Phonological Sounds in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vowel: o: (/əʊ /, /ɪ /, /ɒ /) Consonants: m (/ m/,/ m/); n: (/ n/, /); p: (/ pi /) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
22	1–5 Mart	4	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	Sub-themes: "Activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" Target Vocabulary in Use (with revisional vocabulary): Transportation: A bus, a train, a bike / bicycle, a taxi, on foot, a car, an aeroplane (air-plane-AmE). Vocabulary for activities to do in attractions and recreational places in the neighbourhood and city (cafes, cinemas; gyms, sports clubs): Verbs: To surf the Net, to chill out, to buy popcorn/ snacks, to attend fitness classes, to join tournaments, to do Pilates. Vocabulary for getting help from services in the neighbourhood and the city (pharmacies, hospitals etc): Nouns: A first-aid kit, a bandage. Verbs: To buy medicine, to ask for	**ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.L2** Students can bring together the information in the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.L3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.5.R1** Students can prepare for reading the content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" efficiently and effectively. **ENG.10.5.R2** Students can bring information together about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" through skimming, scanning and detailed reading. **ENG.10.5.R3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different	PERFORMANCE ASSIGNMENT: Students conduct an interview with a person from their neighbourhood such as a driver, a chemist, a neighbour, an officer etc. about past experiences of these people in the city in terms of public transportation, the pros and cons of different types of transportation in the neighbourhood and city, getting help from services in the neighbourhood and the city and social life. Students begin by preparing interview questions. Next, they elicit and decide the questions. Then, they choose the person for the interview. They may use avatars or AI to create characters for the interviews. The interview should include creative elements, such as charts, or videos, and students will present their findings in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. İstiklâl Marşı'nın Kabulü ve Mehmet Akif Ersoy'u Anma Günü (12 Mart)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				advice, to buy health products/ vitamins, to check blood pressure, to attend check-ups, to browse (in a chemist's) Vocabulary for pros and cons of different types of transportation in the neighbourhood and city: Transportation: Nouns: Public transport, an underground (subway-AmE), a ferry, a motorbike, a tram, a ship, a lorry (truck-AmE), e-scooters. Pros and cons: Adjectives: Eco-friendly, reliable, efficient, affordable, convenient, time-saving, timeconsuming, polluting, unsafe, uncomfortable, (prone to) delays. Target Grammatical Structures in Use: -The Past Progressive Tense: (I was going to the school by bike yesterday morning. I was going to school on foot while you were taking the bus last morning.) -The Simple Past Tense vs Past Progressive Tense: (The doctor was checking my blood pressure when you called me.) -Question tags: (You came to school on foot yesterday, didn't you? There wasn't a traffic jam two hours ago, was there?) *National and religious days, festivals and	types of transportation in the neighbourhood and city" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of 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.10.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.W3** Students can construct new written content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" based on their understanding of the model(s) provided. **ENG.10.5.W4** Students can practise producing written content based on the current theme "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.W5** Students can engage in the process of writing related to the content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.W6** Students can reconstruct their writing about the current theme on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to communicate effectively about it. **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.S2** Students can analyse and understand the model content related to "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to support the production of spoken language. **ENG.10.5.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.S4** Students can construct meaningful spoken content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" through efficient and meaningful practice. **ENG.10.5.S5** Students can reconstruct the information about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies,	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 Language Curriculum.	hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" when communicating with others. **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Functions of the Target Grammatical Structures in Use: Use of the Past Progressive Tense: Describing an action or other actions that are in progress in the past. Use of The Simple Past Tense vs Past Progressive Tense: Contrasting a completed action at specified time in the past with an action in progress at an exact moment in the past. Use of Question Tags for The Simple Past Tense & The Past Progressive Tense: Confirming or clarifying past events. Target Social Language Expressions in Use: I need to pop to the market! This city is full of cool sights! Let’s catch the bus! What a traffic jam! The Topkapı Palace is a must-see in İstanbul!” Target Phonological Sounds in Use: Vowel: o: (/ə /, / /, / /) Consonants: m (/ m/,/ m/); n: (/ n/, /); p: (/ pi /p/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
	8–12 Mart		**2. dönem ara tatili**			

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
23	15–19 Mart	4	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	"Sub-themes: "Activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" Target Vocabulary in Use (with revisional vocabulary): Transportation: A bus, a train, a bike / bicycle, a taxi, on foot, a car, an aeroplane (air-plane-AmE). Vocabulary for activities to do in attractions and recreational places in the neighbourhood and city (cafes, cinemas; gyms, sports clubs): Verbs: To surf the Net, to chill out, to buy popcorn/ snacks, to attend fitness classes, to join tournaments, to do Pilates. Vocabulary for getting help from services in the neighbourhood and the city (pharmacies, hospitals etc): Nouns: A first-aid kit, a bandage. Verbs: To buy medicine, to ask for advice, to buy health products/ vitamins, to check blood pressure, to attend check-ups, to browse (in a chemist's) Vocabulary for pros and cons of different types of transportation in the neighbourhood and city: Transportation: Nouns:	**ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.L2** Students can bring together the information in the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.L3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.5.R1** Students can prepare for reading the content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" efficiently and effectively. **ENG.10.5.R2** Students can bring information together about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" through skimming, scanning and detailed reading. **ENG.10.5.R3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of 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.10.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".	"PERFORMANCE ASSIGNMENT: Students conduct an interview with a person from their neighbourhood such as a driver, a chemist, a neighbour, an officer etc. about past experiences of these people in the city in terms of public transportation, the pros and cons of different types of transportation in the neighbourhood and city, getting help from services in the neighbourhood and the city and social life. Students begin by preparing interview questions. Next, they elicit and decide the questions. Then, they choose the person for the interview. They may use avatars or AI to create characters for the interviews. The interview should include creative elements, such as charts, or videos, and students will present their findings in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. " 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
				Public transport, an underground (subway-AmE), a ferry, a motorbike, a tram, a ship, a lorry (truck-AmE), e-scooters. Pros and cons: Adjectives: Eco-friendly, reliable, efficient, affordable, convenient, time-saving, timeconsuming, polluting, unsafe, uncomfortable, (prone to) delays. Target Grammatical Structures in Use: -The Past Progressive Tense: (I was going to the school by bike yesterday morning. I was going to school on foot while you were taking the bus last morning.) -The Simple Past Tense vs Past Progressive Tense: (The doctor was checking my blood pressure when you called me.) -Question tags: (You came to school on foot yesterday, didn't you? There wasn't a traffic jam two hours ago, was there?) *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	**ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.W3** Students can construct new written content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" based on their understanding of the model(s) provided. **ENG.10.5.W4** Students can practise producing written content based on the current theme "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.W5** Students can engage in the process of writing related to the content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.W6** Students can reconstruct their writing about the current theme on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to communicate effectively about it. **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.S2** Students can analyse and understand the model content related to "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to support the production of spoken language. **ENG.10.5.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.S4** Students can construct meaningful spoken content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" through efficient and meaningful practice. **ENG.10.5.S5** Students can reconstruct the information about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" when communicating with others. **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" 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 Language Curriculum. Functions of the Target Grammatical Structures in Use: Use of the Past Progressive Tense: Describing an action or other actions that are in progress in the past. Use of The Simple Past Tense vs Past Progressive Tense:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Contrasting a completed action at specified time in the past with an action in progress at an exact moment in the past. Use of Question Tags for The Simple Past Tense & The Past Progressive Tense: Confirming or clarifying past events. Target Social Language Expressions in Use: I need to pop to the market! This city is full of cool sights! Let's catch the bus! What a traffic jam! The Topkapı Palace is a must-see in İstanbul!" Target Phonological Sounds in Use: Vowel: o: (/əʊ /, /ʊ /, /ɜ: /) Consonants: m (/ m/,/ m/); n: (/ n/, /n/); p: (/ pi /p/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)"		
24	22–26 Mart	4	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	"Sub-themes: "Activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" Target Vocabulary in Use (with revisional	**ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.L2** Students can bring together the information in the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.L3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the	"PERFORMANCE ASSIGNMENT: Students conduct an interview with a person from their neighbourhood such as a driver, a chemist, a neighbour, an officer etc. about past experiences of these people in the city in terms of public transportation, the pros and cons of different types of transportation in the neighbourhood and city, getting help from services in the neighbourhood and the city and social life. Students begin by

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				vocabulary): Transportation: A bus, a train, a bike / bicycle, a taxi, on foot, a car, an aeroplane (air-plane-AmE). Vocabulary for activities to do in attractions and recreational places in the neighbourhood and city (cafes, cinemas; gyms, sports clubs): Verbs: To surf the Net, to chill out, to buy popcorn/ snacks, to attend fitness classes, to join tournaments, to do Pilates. Vocabulary for getting help from services in the neighbourhood and the city (pharmacies, hospitals etc): Nouns: A first-aid kit, a bandage. Verbs: To buy medicine, to ask for advice, to buy health products/ vitamins, to check blood pressure, to attend check-ups, to browse (in a chemist's) Vocabulary for pros and cons of different types of transportation in the neighbourhood and city: Transportation: Nouns: Public transport, an underground (subway-AmE), a ferry, a motorbike, a tram, a ship, a lorry (truck-AmE), e-scooters. Pros and cons: Adjectives: Eco-friendly, reliable, efficient, affordable, convenient, time-saving, timeconsuming,	listening (to)/watching process about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.5.R1** Students can prepare for reading the content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" efficiently and effectively. **ENG.10.5.R2** Students can bring information together about the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" through skimming, scanning and detailed reading. **ENG.10.5.R3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of 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.10.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.W3** Students can construct new written content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" based on their understanding of the model(s) provided. **ENG.10.5.W4** Students can practise producing written content based on the current theme "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city".	preparing interview questions. Next, they elicit and decide the questions. Then, they choose the person for the interview. They may use avatars or AI to create characters for the interviews. The interview should include creative elements, such as charts, or videos, and students will present their findings in class. The assignment will be 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
				polluting, unsafe, uncomfortable, (prone to) delays. Target Grammatical Structures in Use: -The Past Progressive Tense: (I was going to the school by bike yesterday morning. I was going to school on foot while you were taking the bus last morning.) -The Simple Past Tense vs Past Progressive Tense: (The doctor was checking my blood pressure when you called me.) -Question tags: (You came to school on foot yesterday, didn't you? There wasn't a traffic jam two hours ago, was there?) *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	**ENG.10.5.W5** Students can engage in the process of writing related to the content on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.W6** Students can reconstruct their writing about the current theme on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to communicate effectively about it. **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" in relation to themselves or others, both individually and/or with others. **ENG.10.5.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 activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.S2** Students can analyse and understand the model content related to "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" to support the production of spoken language. **ENG.10.5.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city". **ENG.10.5.S4** Students can construct meaningful spoken content about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" through efficient and meaningful practice. **ENG.10.5.S5** Students can reconstruct the information about "life in the neighbourhood, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" when communicating with others. **ENG.10.5.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, city and social life with activities to do in attractions (cafes, cinemas; gyms, sports clubs); getting help from services (pharmacies, hospitals, etc.); pros and cons of different types of transportation in the neighbourhood and city" 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 Language Curriculum. Functions of the Target Grammatical Structures in Use: Use of the Past Progressive Tense: Describing an action or other actions that are in progress in the past. Use of The Simple Past Tense vs Past Progressive Tense: Contrasting a completed action at specified time in the past with an action in progress at an exact moment in the past. Use of Question Tags for The Simple Past Tense & The Past Progressive Tense: Confirming or clarifying past events. Target Social Language		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Expressions in Use: I need to pop to the market! This city is full of cool sights! Let’s catch the bus! What a traffic jam! The Topkapı Palace is a must-see in İstanbul!” Target Phonological Sounds in Use: Vowel: o: (/ə□ /,□ /,ə̸□ /) Consonants: m (/□ m/,/ m/); n: (/□ n/,n̸/); p: (/ pi□ /p̸/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)"		
25	29 Mart – 2 Nisan	4	Theme 6: Lıfe In The World &culture	Sub-themes: "Continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for countries and nationalities: Countries (revisional): Türkiye, (UK) United Kingdom (England, Scotland, Wales, Northen Ireland), France, Azerbaijan, Germany, Greece, Italy, Spain, China, Japan, Russia, India.	**ENG.10.6.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.L2** Students can bring together the information in the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.L3** Students can make sense of and derive meaning from the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/ or with others. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.6.R1** Students can prepare for reading the content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" efficiently and effectively. **ENG.10.6.R2** Students can bring information together about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" through skimming, scanning and detailed reading.	PERFORMANCE ASSIGNMENT: Students prepare a project titled "Global Food Culture and Preferences", focusing on the themes of continents, countries, and nationalities; shopping for food and personal food preferences; and food culture from different parts of the world. First, they research continents, countries, and nationalities, describing their unique features. Then, they explore how people shop for food, talk about personal preferences like vegan, halal, or gluten-free, and highlight traditional and modern dishes. Finally, they look at foods from different cultures, such as sushi, baklava, and pizza, and discuss healthy and unhealthy eating habits. They should use creative elements such as maps, charts, or videos and present their projects in class. The assignment will be 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
				Nationalities (revisional): Turkish, British (English, Scottish, Welsh, Irish), French, Azerbaijani/ Azeri, German, Greek, Italian, Spanish, Chinese, Japanese, Russian, Indian Vocabulary for countries and nationalities: Countries: Belgium, Croatia, Turkish Republic of Northern Cyprus, Czechia, Denmark, Finland, Hungary, the Netherlands, Poland, Portugal, Sweden, Switzerland, Egypt, Brazil, Argentina, Nationalities: Belgian, Croatian, Turkish Cypriot, Czech, Danish, Finnish, Hungarian, Dutch, Polish, Portuguese, Swedish, Swiss, Egyptian, Brazilian, Argentinian. Vocabulary for continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia, Oceans (The Pacific, Atlantic, Arctic, Indian, Southern). Verbs: to be surrounded. Vocabulary for shopping for food and personal food preferences: For shopping: A vegetarian, a vegan, a cashier, a shelf, a shop (store-AmE), a trolley (a cart-AmE), a receipt, a discount, a snack, a main course, a starter (an appetizer-AmE), traditional dishes, local dishes. For preferences:	**ENG.10.6.R3** Students can make sense of and derive meaning from the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.10.6.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 continents, countries, and nationalities; shopping for food and personal food preferences; 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.10.6.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; 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.10.6.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W3** Students can construct new written content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" based on their understanding of the model(s) provided. **ENG.10.6.W4** Students can practise producing written content based on the current theme "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W5** Students can engage in the process of writing related to the content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W6** Students can reconstruct their writing about the current theme on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to communicate effectively about it. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.10.6.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.S2** Students can analyse and understand the model content related to "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to support the production of spoken language. **ENG.10.6.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.S4** Students can construct meaningful spoken content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" through efficient and meaningful practice. **ENG.10.6.S5** Students can reconstruct the information about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Healthy Food: Nouns: Garlic, grapes, mushroom. Unhealthy Food: Nouns: A burger, a biscuit (cookie-AmE), cereal, a dessert, French fries. Adjectives: Spicy, salty, bitter, sour, savoury (savory- AmE), fried, baked, grilled, gluten-free, dairy-free, sugar-free, halal, delicious, home-made. Vocabulary for Food and Food culture from different parts of the world: Nouns: Kebab, baklava (Türkiye), pasta, pizza, steak, falafel (Asian), sushi, chopsticks (Japan), croissant, chopsticks (French). *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	world" when communicating with others. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; 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
				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 Language Curriculum. Target Grammatical Structures in Use: -The Present Perfect Tense (With how long, since, for, already, just) (How long have you been gluten-free? I have been gluten-free since I was sixteen.) (I have been to Ireland for six years. I have already ordered fast food. I have just bought some mushrooms.) -Question Tags: (Türkiye is famous for its traditional dishes, isn't it?) (You've eaten sushi before, haven't you?) -"Be able to" (Present, Past, Future, Perfect) (She is able to cook traditional dishes from Türkiye. They were able		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				to find the shop despite the heavy rain. We will be able to buy the ingredients for the recipe tomorrow. I have been able to visit many countries this year.) -Countable and Uncountable Nouns (Some, any, much, many): (She bought some vegetables from the market. Do you have any idea where the shop is? How much time do we have left? How many friends do you have in this city?) -Need, needn't for obligation (We need to buy some vegetables for dinner. She needn't worry about the project, it's already finished.) Functions of the Target Grammatical Structures in Use: -Use of the Present Perfect Tense: Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present. -Use of the "Question Tags": Confirming information, encouraging agreement, seeking reassurance. -Use of Countable Nouns and Uncountable Nouns: Describing an unspecified amount and uncertainty or absence, and expressing large quantities. -Use of Modals "Need,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Needn’t” for obligation: Describing that something is required or necessary or is not necessary or obligatory. Target Social Language Expressions in Use: Do you want to grab a bite? I’ll pick up a salad! Let’s eat out tonight! I’m not into spicy food! Could you lend a hand for this? Target Phonological Sounds in Use: Consonants: q: /kju /, r: / (ƀr), /r/ (AmE); , s: (/s/, / s/, ƶ/); t : (/ti /, / t/). *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.).		
26	5–9 Nisan	4	Theme 6: Lıfe In The World &culture	Sub-themes: "Continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for countries and nationalities: Countries (revisional): Türkiye, (UK) United Kingdom (England, Scotland, Wales, Northen Ireland), France, Azerbaijan, Germany, Greece, Italy, Spain,	**ENG.10.6.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.L2** Students can bring together the information in the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.L3** Students can make sense of and derive meaning from the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/ or with others. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.6.R1** Students can prepare for reading the content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" efficiently and effectively. **ENG.10.6.R2** Students can bring information together about the current content on "life in the world and culture with	PERFORMANCE ASSIGNMENT: Students prepare a project titled "Global Food Culture and Preferences", focusing on the themes of continents, countries, and nationalities; shopping for food and personal food preferences; and food culture from different parts of the world. First, they research continents, countries, and nationalities, describing their unique features. Then, they explore how people shop for food, talk about personal preferences like vegan, halal, or gluten-free, and highlight traditional and modern dishes. Finally, they look at foods from different cultures, such as sushi, baklava, and pizza, and discuss healthy and unhealthy eating habits. They should use creative elements such as maps, charts, or videos and present their projects in class. The assignment will be evaluated by using a rubric scheme, a

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				China, Japan, Russia, India. Nationalities (revisional): Turkish, British (English, Scottish, Welsh, Irish), French, Azerbaijani/ Azeri, German, Greek, Italian, Spanish, Chinese, Japanese, Russian, Indian Vocabulary for countries and nationalities: Countries: Belgium, Croatia, Turkish Republic of Northern Cyprus, Czechia, Denmark, Finland, Hungary, the Netherlands, Poland, Portugal, Sweden, Switzerland, Egypt, Brazil, Argentina, Nationalities: Belgian, Croatian, Turkish Cypriot, Czech, Danish, Finnish, Hungarian, Dutch, Polish, Portuguese, Swedish, Swiss, Egyptian, Brazilian, Argentinian. Vocabulary for continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia, Oceans (The Pacific, Atlantic, Arctic, Indian, Southern). Verbs: to be surrounded. Vocabulary for shopping for food and personal food preferences: For shopping: A vegetarian, a vegan, a cashier, a shelf, a shop (store-AmE), a trolley (a cart-AmE), a receipt, a discount, a snack, a main course, a starter (an appetizer-AmE), traditional dishes, local	continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" through skimming, scanning and detailed reading. **ENG.10.6.R3** Students can make sense of and derive meaning from the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.10.6.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 continents, countries, and nationalities; shopping for food and personal food preferences; 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.10.6.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; 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.10.6.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W3** Students can construct new written content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" based on their understanding of the model(s) provided. **ENG.10.6.W4** Students can practise producing written content based on the current theme "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W5** Students can engage in the process of writing related to the content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W6** Students can reconstruct their writing about the current theme on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to communicate effectively about it. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.10.6.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.S2** Students can analyse and understand the model content related to "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to support the production of spoken language. **ENG.10.6.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.S4** Students can construct meaningful spoken content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" through efficient and meaningful practice.	rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				dishes. For preferences: Healthy Food: Nouns: Garlic, grapes, mushroom. Unhealthy Food: Nouns: A burger, a biscuit (cookie-AmE), cereal, a dessert, French fries. Adjectives: Spicy, salty, bitter, sour, savoury (savory- AmE), fried, baked, grilled, gluten-free, dairy-free, sugar-free, halal, delicious, home-made. Vocabulary for Food and Food culture from different parts of the world: Nouns: Kebab, baklava (Türkiye), pasta, pizza, steak, falafel (Asian), sushi, chopsticks (Japan), croissant, chopsticks (French). *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	**ENG.10.6.S5** Students can reconstruct the information about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" when communicating with others. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; 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
				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 Language Curriculum. Target Grammatical Structures in Use: -The Present Perfect Tense (With how long, since, for, already, just) (How long have you been gluten-free? I have been gluten-free since I was sixteen.) (I have been to Ireland for six years. I have already ordered fast food. I have just bought some mushrooms.) -Question Tags: (Türkiye is famous for its traditional dishes, isn't it?) (You've eaten sushi before, haven't you?) -"Be able to" (Present, Past, Future, Perfect)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(She is able to cook traditional dishes from Türkiye. They were able to find the shop despite the heavy rain. We will be able to buy the ingredients for the recipe tomorrow. I have been able to visit many countries this year.) -Countable and Uncountable Nouns (Some, any, much, many): (She bought some vegetables from the market. Do you have any idea where the shop is? How much time do we have left? How many friends do you have in this city?) -Need, needn't for obligation (We need to buy some vegetables for dinner. She needn't worry about the project, it's already finished.) Functions of the Target Grammatical Structures in Use: -Use of the Present Perfect Tense: Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present. -Use of the "Question Tags": Confirming information, encouraging agreement, seeking reassurance. -Use of Countable Nouns and Uncountable Nouns: Describing an unspecified amount and uncertainty or absence, and expressing large		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				quantities. -Use of Modals “Need, Needn’t” for obligation: Describing that something is required or necessary or is not necessary or obligatory. Target Social Language Expressions in Use: Do you want to grab a bite? I’ll pick up a salad! Let’s eat out tonight! I’m not into spicy food! Could you lend a hand for this? Target Phonological Sounds in Use: Consonants: q: /kju /, r: / (ɜr), /r/ (AmE); , s: (/s/, / s/, ʒ/); t : (/ti /, / t/). *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.).		
27	12–16 Nisan	4	Theme 6: Lıfe In The World &culture	Sub-themes: "Continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for countries and nationalities: Countries (revisional): Türkiye, (UK) United Kingdom (England, Scotland, Wales, Northen	**ENG.10.6.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.L2** Students can bring together the information in the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.L3** Students can make sense of and derive meaning from the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/ or with others. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.6.R1** Students can prepare for reading the content on "life in the world and culture with continents,	PERFORMANCE ASSIGNMENT: Students prepare a project titled "Global Food Culture and Preferences", focusing on the themes of continents, countries, and nationalities; shopping for food and personal food preferences; and food culture from different parts of the world. First, they research continents, countries, and nationalities, describing their unique features. Then, they explore how people shop for food, talk about personal preferences like vegan, halal, or gluten-free, and highlight traditional and modern dishes. Finally, they look at foods from different cultures, such as sushi, baklava, and pizza, and discuss healthy and unhealthy eating habits. They should use creative elements such as maps, charts, or

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Ireland), France, Azerbaijan, Germany, Greece, Italy, Spain, China, Japan, Russia, India. Nationalities (revisional): Turkish, British (English, Scottish, Welsh, Irish), French, Azerbaijani/ Azeri, German, Greek, Italian, Spanish, Chinese, Japanese, Russian, Indian Vocabulary for countries and nationalities: Countries: Belgium, Croatia, Turkish Republic of Northern Cyprus, Czechia, Denmark, Finland, Hungary, the Netherlands, Poland, Portugal, Sweden, Switzerland, Egypt, Brazil, Argentina, Nationalities: Belgian, Croatian, Turkish Cypriot, Czech, Danish, Finnish, Hungarian, Dutch, Polish, Portuguese, Swedish, Swiss, Egyptian, Brazilian, Argentinian. Vocabulary for continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia, Oceans (The Pacific, Atlantic, Arctic, Indian, Southern). Verbs: to be surrounded. Vocabulary for shopping for food and personal food preferences: For shopping: A vegetarian, a vegan, a cashier, a shelf, a shop (store-AmE), a trolley (a cart-AmE), a receipt, a discount, a snack, a	countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" efficiently and effectively. **ENG.10.6.R2** Students can bring information together about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" through skimming, scanning and detailed reading. **ENG.10.6.R3** Students can make sense of and derive meaning from the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.10.6.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 continents, countries, and nationalities; shopping for food and personal food preferences; 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.10.6.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; 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.10.6.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W3** Students can construct new written content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" based on their understanding of the model(s) provided. **ENG.10.6.W4** Students can practise producing written content based on the current theme "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W5** Students can engage in the process of writing related to the content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W6** Students can reconstruct their writing about the current theme on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to communicate effectively about it. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.10.6.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.S2** Students can analyse and understand the model content related to "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to support the production of spoken language. **ENG.10.6.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world".	videos and present their projects in class. The assignment will be 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
				main course, a starter (an appetizer-AmE), traditional dishes, local dishes. For preferences: Healthy Food: Nouns: Garlic, grapes, mushroom. Unhealthy Food: Nouns: A burger, a biscuit (cookie-AmE), cereal, a dessert, French fries. Adjectives: Spicy, salty, bitter, sour, savoury (savory- AmE), fried, baked, grilled, gluten-free, dairy-free, sugar-free, halal, delicious, home-made. Vocabulary for Food and Food culture from different parts of the world: Nouns: Kebab, baklava (Türkiye), pasta, pizza, steak, falafel (Asian), sushi, chopsticks (Japan), croissant, chopsticks (French). *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	**ENG.10.6.S4** Students can construct meaningful spoken content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" through efficient and meaningful practice. **ENG.10.6.S5** Students can reconstruct the information about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" when communicating with others. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; 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
				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 Language Curriculum. Target Grammatical Structures in Use: -The Present Perfect Tense (With how long, since, for, already, just) (How long have you been gluten-free? I have been gluten-free since I was sixteen.) (I have been to Ireland for six years. I have already ordered fast food. I have just bought some mushrooms.) -Question Tags: (Türkiye is famous for its traditional dishes, isn't it?) (You've eaten sushi before, haven't you?)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-“Be able to” (Present, Past, Future, Perfect) (She is able to cook traditional dishes from Türkiye. They were able to find the shop despite the heavy rain. We will be able to buy the ingredients for the recipe tomorrow. I have been able to visit many countries this year.) -Countable and Uncountable Nouns (Some, any, much, many): (She bought some vegetables from the market. Do you have any idea where the shop is? How much time do we have left? How many friends do you have in this city?) -Need, needn’t for obligation (We need to buy some vegetables for dinner. She needn’t worry about the project, it’s already finished.) Functions of the Target Grammatical Structures in Use: -Use of the Present Perfect Tense: Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present. -Use of the “Question Tags”: Confirming information, encouraging agreement, seeking reassurance. -Use of Countable Nouns and Uncountable Nouns: Describing an		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				unspecified amount and uncertainty or absence, and expressing large quantities. -Use of Modals “Need, Needn’t” for obligation: Describing that something is required or necessary or is not necessary or obligatory. Target Social Language Expressions in Use: Do you want to grab a bite? I’ll pick up a salad! Let’s eat out tonight! I’m not into spicy food! Could you lend a hand for this? Target Phonological Sounds in Use: Consonants: q: /kju /, r: / (ɜr), /r/ (AmE); , s: (/s/, / s/, ʒ/); t : (/ti /, / t/). *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.).		
28	19–23 Nisan	2	Theme 6: Lıfe In The World &culture Theme 7: Lıfe In Nature & Global Problems	Sub-themes: "Continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for countries and nationalities: Countries (revisional):	**ENG.10.6.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.L2** Students can bring together the information in the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.L3** Students can make sense of and derive meaning from the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/ or with others. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food	PERFORMANCE ASSIGNMENT: Students prepare a project titled "Global Food Culture and Preferences", focusing on the themes of continents, countries, and nationalities; shopping for food and personal food preferences; and food culture from different parts of the world. First, they research continents, countries, and nationalities, describing their unique features. Then, they explore how people shop for food, talk about personal preferences like vegan, halal, or gluten-free, and highlight traditional and modern dishes. Finally, they look at foods from different cultures, such as sushi, baklava, and pizza, and

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Türkiye, (UK) United Kingdom (England, Scotland, Wales, Northen Ireland), France, Azerbaijan, Germany, Greece, Italy, Spain, China, Japan, Russia, India. Nationalities (revisional): Turkish, British (English, Scottish, Welsh, Irish), French, Azerbaijani/ Azeri, German, Greek, Italian, Spanish, Chinese, Japanese, Russian, Indian Vocabulary for countries and nationalities: Countries: Belgium, Croatia, Turkish Republic of Northern Cyprus, Czechia, Denmark, Finland, Hungary, the Netherlands, Poland, Portugal, Sweden, Switzerland, Egypt, Brazil, Argentina, Nationalities: Belgian, Croatian, Turkish Cypriot, Czech, Danish, Finnish, Hungarian, Dutch, Polish, Portuguese, Swedish, Swiss, Egyptian, Brazilian, Argentinian. Vocabulary for continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia, Oceans (The Pacific, Atlantic, Arctic, Indian, Southern). Verbs: to be surrounded. Vocabulary for shopping for food and personal food preferences: For shopping: A vegetarian, a vegan, a cashier, a shelf, a shop	and personal food preferences; food and food culture from different parts of the world" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.6.R1** Students can prepare for reading the content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" efficiently and effectively. **ENG.10.6.R2** Students can bring information together about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" through skimming, scanning and detailed reading. **ENG.10.6.R3** Students can make sense of and derive meaning from the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.10.6.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 continents, countries, and nationalities; shopping for food and personal food preferences; 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.10.6.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; 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.10.6.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W3** Students can construct new written content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" based on their understanding of the model(s) provided. **ENG.10.6.W4** Students can practise producing written content based on the current theme "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W5** Students can engage in the process of writing related to the content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.W6** Students can reconstruct their writing about the current theme on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to communicate effectively about it. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.10.6.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.S2** Students can analyse and understand the model content related to "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" to support the production of spoken language.	discuss healthy and unhealthy eating habits. They should use creative elements such as maps, charts, or videos and present their projects in class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. PERFORMANCE ASSIGNMENT: They design and present a project that explores the challenges and solutions related to natural resources (e.g. water, air); global problems related to natural resources; protecting natural resources. They research the importance of conserving natural resources and protecting natural resources, analyse the effects of human activity on nature, and propose actionable steps for a more sustainable future. As part of the project, students 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 global problems related to natural resources, pollution, or raising awareness about sustainable practices. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Ulusal Egemenlik Çocuk Bayramı (23 Nisan)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(store-AmE), a trolley (a cart-AmE), a receipt, a discount, a snack, a main course, a starter (an appetizer-AmE), traditional dishes, local dishes. For preferences: Healthy Food: Nouns: Garlic, grapes, mushroom. Unhealthy Food: Nouns: A burger, a biscuit (cookie-AmE), cereal, a dessert, French fries. Adjectives: Spicy, salty, bitter, sour, savoury (savory- AmE), fried, baked, grilled, gluten-free, dairy-free, sugar-free, halal, delicious, home-made. Vocabulary for Food and Food culture from different parts of the world: Nouns: Kebab, baklava (Türkiye), pasta, pizza, steak, falafel (Asian), sushi, chopsticks (Japan), croissant, chopsticks (French). *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	**ENG.10.6.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world". **ENG.10.6.S4** Students can construct meaningful spoken content about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" through efficient and meaningful practice. **ENG.10.6.S5** Students can reconstruct the information about "life in the world and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" when communicating with others. **ENG.10.6.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 and culture with continents, countries, and nationalities; shopping for food and personal food preferences; food and food culture from different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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; global problems related to natural resources; protecting natural resources". **ENG.10.7.L2** Students can bring together the information in the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.L3** Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.7.R1** Students can prepare for reading the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" efficiently and effectively. **ENG.10.7.R2** Students can bring information together about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" through skimming, scanning and detailed reading. **ENG.10.7.R3** Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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; global problems related to natural resources; protecting natural resources" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.7.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; global problems related to natural resources; protecting natural resources", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.7.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W2** Students can analyse and understand a provided model to guide them in producing similar writing	

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 Language Curriculum. Target Grammatical Structures in Use: -The Present Perfect Tense (With how long, since, for, already, just) (How long have you been gluten-free? I have been gluten-free since I was sixteen.) (I have been to Ireland for six years. I have already ordered fast food. I have just bought some mushrooms.) -Question Tags: (Türkiye is famous for its	tasks related to the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W3** Students can construct new written content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" based on their understanding of the model(s) provided. **ENG.10.7.W4** Students can practise producing written content based on the current theme "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W5** Students can engage in the process of writing related to the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W6** Students can reconstruct their writing about the current theme on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" to communicate effectively about it. **ENG.10.7.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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; global problems related to natural resources; protecting natural resources". **ENG.10.7.S2** Students can analyse and understand the model content related to "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" to support the production of spoken language. **ENG.10.7.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.S4** Students can construct meaningful spoken content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" through efficient and meaningful practice. **ENG.10.7.S5** Students can reconstruct the information about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" when communicating with others. **ENG.10.7.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				traditional dishes, isn't it?) (You've eaten sushi before, haven't you?) -"Be able to" (Present, Past, Future, Perfect) (She is able to cook traditional dishes from Türkiye. They were able to find the shop despite the heavy rain. We will be able to buy the ingredients for the recipe tomorrow. I have been able to visit many countries this year.) -Countable and Uncountable Nouns (Some, any, much, many): (She bought some vegetables from the market. Do you have any idea where the shop is? How much time do we have left? How many friends do you have in this city?) -Need, needn't for obligation (We need to buy some vegetables for dinner. She needn't worry about the project, it's already finished.) Functions of the Target Grammatical Structures in Use: -Use of the Present Perfect Tense: Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present. -Use of the "Question Tags": Confirming information, encouraging agreement, seeking reassurance.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Countable Nouns and Uncountable Nouns: Describing an unspecified amount and uncertainty or absence, and expressing large quantities. -Use of Modals “Need, Needn’t” for obligation: Describing that something is required or necessary or is not necessary or obligatory. Target Social Language Expressions in Use: Do you want to grab a bite? I’ll pick up a salad! Let’s eat out tonight! I’m not into spicy food! Could you lend a hand for this? Target Phonological Sounds in Use: Consonants: q: /kju /, r: / (ɚr), /r/ (AmE); , s: (/s/, / s/, ɬ/); t : (/ti /, / t/). *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.). Sub-themes: "Natural resources; global problems related to natural resources; protecting natural resources" Target Vocabulary in Use (with revisional vocabulary) : Vocabulary for natural resources: Nouns: Renewable		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				resources, non-renewable resources, solar energy, wind energy, geothermal energy, freshwater, groundwater. Vocabulary for global problems related to natural resources: Nouns: Deforestation, soil pollution, habitat destruction, global warming, climate change, landslides, floods, loss of biodiversity, energy crisis, water shortage, overpopulation, urbanisation, industrialisation, poverty, carbon footprint, greenhouse gases, environmental problems. Vocabulary for protecting natural resources: Verbs: To use energy efficiently, to reduce consumption, to be environmentally conscious, to raise awareness, to take precautions, to reuse, to limit. *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 alFitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".		

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 Language Curriculum. Target Grammatical Structures in Use: -Defining Relative Clauses (that, which, who): (Renewable resources which include solar and wind energy are necessary for sustainable development.) -Connecting Words (so…): (People need to take precautions, so they		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				can protect wildlife from habitat destruction.) Functions of the Target Grammatical Structures in Use: -Use of Defining Relative clauses (that, which, who): Referring to people, objects or thingsto provide essential information. -Use of connecting words (so…): Expressing cause and effect; explaining consequences. Target Social Language Expressions in Use: People need to take care of Mother nature's bounty! Our planet works like a well-oiled machine! We're at the tipping point with the loss of our ecosystem! Let's save our planet! Let's be green thumbs and plant trees! Target Phonological Sounds in Use: Vowel: u: (/juː /, /ʊ /, /juː /) Consonants: v: (/viː /, /v/); w: (/w/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
29	26–30 Nisan	4	Theme 7: Lıfe In Nature & Global	Sub-themes: "Natural resources; global	**ENG.10.7.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; global problems related to natural resources; protecting natural	PERFORMANCE ASSIGNMENT: They design and present a project that

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
			Problems	problems related to natural resources; protecting natural resources" Target Vocabulary in Use (with revisional vocabulary) : Vocabulary for natural resources: Nouns: Renewable resources, non-renewable resources, solar energy, wind energy, geothermal energy, freshwater, groundwater. Vocabulary for global problems related to natural resources: Nouns: Deforestation, soil pollution, habitat destruction, global warming, climate change, landslides, floods, loss of biodiversity, energy crisis, water shortage, overpopulation, urbanisation, industrialisation, poverty, carbon footprint, greenhouse gases, environmental problems. Vocabulary for protecting natural resources: Verbs: To use energy efficiently, to reduce consumption, to be environmentally conscious, to raise awareness, to take precautions, to reuse, to limit. *National and religious days, festivals and celebrations:	resources". **ENG.10.7.L2** Students can bring together the information in the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.L3** Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.7.R1** Students can prepare for reading the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" efficiently and effectively. **ENG.10.7.R2** Students can bring information together about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" through skimming, scanning and detailed reading. **ENG.10.7.R3** Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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; global problems related to natural resources; protecting natural resources" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.7.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; global problems related to natural resources; protecting natural resources", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.7.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W3** Students can construct new written content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" based on their understanding of the model(s) provided. **ENG.10.7.W4** Students can practise producing written content based on the current theme "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W5** Students can engage in the process of writing related to the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W6** Students can reconstruct their writing about the current theme on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" to communicate effectively about it. **ENG.10.7.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with	explores the challenges and solutions related to natural resources (e.g. water, air); global problems related to natural resources; protecting natural resources. They research the importance of conserving natural resources and protecting natural resources, analyse the effects of human activity on nature, and propose actionable steps for a more sustainable future. As part of the project, students 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 global problems related to natural resources, pollution, or raising awareness about sustainable practices. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Kût'ül Amâre Zaferi (29 Nisan)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				“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 alFitr (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 Language Curriculum. Target Grammatical Structures in Use:	others. **ENG.10.7.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; global problems related to natural resources; protecting natural resources". **ENG.10.7.S2** Students can analyse and understand the model content related to "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" to support the production of spoken language. **ENG.10.7.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.S4** Students can construct meaningful spoken content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" through efficient and meaningful practice. **ENG.10.7.S5** Students can reconstruct the information about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" when communicating with others. **ENG.10.7.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Defining Relative Clauses (that, which, who): (Renewable resources which include solar and wind energy are necessary for sustainable development.) -Connecting Words (so…): (People need to take precautions, so they can protect wildlife from habitat destruction.) Functions of the Target Grammatical Structures in Use: -Use of Defining Relative clauses (that, which, who): Referring to people, objects or thingsto provide essential information. -Use of connecting words (so…): Expressing cause and effect; explaining consequences. Target Social Language Expressions in Use: People need to take care of Mother nature’s bounty! Our planet works like a well-oiled machine! We’re at the tipping point with the loss of our ecosystem! Let’s save our planet! Let’s be green thumbs and plant trees! Target Phonological Sounds in Use: Vowel: u: (/ju /, / /, /		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				ju /) Consonants: v: (/vi /, / v/); w: (/w/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
30	3–7 Mayıs	4	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: "Natural resources; global problems related to natural resources; protecting natural resources" Target Vocabulary in Use (with revisional vocabulary) : Vocabulary for natural resources: Nouns: Renewable resources, non-renewable resources, solar energy, wind energy, geothermal energy, freshwater, groundwater. Vocabulary for global problems related to natural resources: Nouns: Deforestation, soil pollution, habitat destruction, global warming, climate change, landslides, floods, loss of biodiversity, energy crisis, water shortage, overpopulation, urbanisation, industrialisation, poverty, carbon footprint, greenhouse gases, environmental problems. Vocabulary for protecting natural resources:	**ENG.10.7.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; global problems related to natural resources; protecting natural resources". **ENG.10.7.L2** Students can bring together the information in the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.L3** Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.7.R1** Students can prepare for reading the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" efficiently and effectively. **ENG.10.7.R2** Students can bring information together about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" through skimming, scanning and detailed reading. **ENG.10.7.R3** Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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; global problems related to natural resources; protecting natural resources" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.7.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; global problems related to natural resources; protecting natural resources", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.7.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W3** Students can construct new written content on "life in nature and global problems with natural	PERFORMANCE ASSIGNMENT: They design and present a project that explores the challenges and solutions related to natural resources (e.g. water, air); global problems related to natural resources; protecting natural resources. They research the importance of conserving natural resources and protecting natural resources, analyse the effects of human activity on nature, and propose actionable steps for a more sustainable future. As part of the project, students 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 global problems related to natural resources, pollution, or raising awareness about sustainable practices. The assignment will be 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
				Verbs: To use energy efficiently, to reduce consumption, to be environmentally conscious, to raise awareness, to take precautions, to reuse, to limit. *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 alFitr (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	resources; global problems related to natural resources; protecting natural resources" based on their understanding of the model(s) provided. **ENG.10.7.W4** Students can practise producing written content based on the current theme "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W5** Students can engage in the process of writing related to the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W6** Students can reconstruct their writing about the current theme on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" to communicate effectively about it. **ENG.10.7.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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; global problems related to natural resources; protecting natural resources". **ENG.10.7.S2** Students can analyse and understand the model content related to "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" to support the production of spoken language. **ENG.10.7.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.S4** Students can construct meaningful spoken content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" through efficient and meaningful practice. **ENG.10.7.S5** Students can reconstruct the information about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" when communicating with others. **ENG.10.7.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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. Target Grammatical Structures in Use: -Defining Relative Clauses (that, which, who): (Renewable resources which include solar and wind energy are necessary for sustainable development.) -Connecting Words (so…): (People need to take precautions, so they can protect wildlife from habitat destruction.) Functions of the Target Grammatical Structures in Use: -Use of Defining Relative clauses (that, which, who): Referring to people, objects or thingsto provide essential information. -Use of connecting words (so…): Expressing cause and effect; explaining consequences. Target Social Language Expressions in Use: People need to take care of Mother nature's bounty! Our planet works like a well-oiled machine!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				We're at the tipping point with the loss of our ecosystem! Let's save our planet! Let's be green thumbs and plant trees! Target Phonological Sounds in Use: Vowel: u: (/juː /, /ʊ /, /juː /) Consonants: v: (/viː /, /v/); w: (/w/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
31	10–14 Mayıs	4	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: "Natural resources; global problems related to natural resources; protecting natural resources" Target Vocabulary in Use (with revisional vocabulary) : Vocabulary for natural resources: Nouns: Renewable resources, non-renewable resources, solar energy, wind energy, geothermal energy, freshwater, groundwater. Vocabulary for global problems related to natural resources: Nouns: Deforestation, soil pollution, habitat destruction, global warming, climate change, landslides, floods, loss of	**ENG.10.7.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; global problems related to natural resources; protecting natural resources". **ENG.10.7.L2** Students can bring together the information in the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.L3** Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.7.R1** Students can prepare for reading the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" efficiently and effectively. **ENG.10.7.R2** Students can bring information together about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" through skimming, scanning and detailed reading. **ENG.10.7.R3** Students can make sense of and derive meaning from the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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; global problems related to natural resources; protecting natural resources" after recognising them in context and developing their conscious and	PERFORMANCE ASSIGNMENT: They design and present a project that explores the challenges and solutions related to natural resources (e.g. water, air); global problems related to natural resources; protecting natural resources. They research the importance of conserving natural resources and protecting natural resources, analyse the effects of human activity on nature, and propose actionable steps for a more sustainable future. As part of the project, students 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 global problems related to natural resources, pollution, or raising awareness about sustainable practices. The assignment will be 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
				biodiversity, energy crisis, water shortage, overpopulation, urbanisation, industrialisation, poverty, carbon footprint, greenhouse gases, environmental problems. Vocabulary for protecting natural resources: Verbs: To use energy efficiently, to reduce consumption, to be environmentally conscious, to raise awareness, to take precautions, to reuse, to limit. *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 alFitr (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	inductive vocabulary learning skills. **ENG.10.7.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; global problems related to natural resources; protecting natural resources", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.7.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.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 and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W3** Students can construct new written content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" based on their understanding of the model(s) provided. **ENG.10.7.W4** Students can practise producing written content based on the current theme "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W5** Students can engage in the process of writing related to the content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.W6** Students can reconstruct their writing about the current theme on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" to communicate effectively about it. **ENG.10.7.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others. **ENG.10.7.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; global problems related to natural resources; protecting natural resources". **ENG.10.7.S2** Students can analyse and understand the model content related to "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" to support the production of spoken language. **ENG.10.7.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources". **ENG.10.7.S4** Students can construct meaningful spoken content about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" through efficient and meaningful practice. **ENG.10.7.S5** Students can reconstruct the information about "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" when communicating with others. **ENG.10.7.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature and global problems with natural resources; global problems related to natural resources; protecting natural resources" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 Language Curriculum. Target Grammatical Structures in Use: -Defining Relative Clauses (that, which, who): (Renewable resources which include solar and wind energy are necessary for sustainable development.) -Connecting Words (so…): (People need to take precautions, so they can protect wildlife from habitat destruction.) Functions of the Target Grammatical Structures in Use: -Use of Defining Relative clauses (that, which, who): Referring to people, objects or thingsto provide essential information. -Use of connecting words (so…): Expressing cause and effect;		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				explaining consequences. Target Social Language Expressions in Use: People need to take care of Mother nature's bounty! Our planet works like a well-oiled machine! We're at the tipping point with the loss of our ecosystem! Let's save our planet! Let's be green thumbs and plant trees! Target Phonological Sounds in Use: Vowel: u: (/juː /, /ʊ /, /juː /) Consonants: v: (/viː /, /v/); w: (/w/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
32	17–21 Mayıs	4	Theme 8: Lıfe In The Unıverse & The Future	"Sub-themes: "Planets and space; life in the universe; space explorations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets and space: Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Nouns: Universe, galaxy, Milky Way, solar system, satellite, a meteor, an asteroid, a comet, an	**ENG.10.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.L2** Students can bring together the information in the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.8.R1** Students can prepare for reading the content on "life in the universe and the future with planets and space; life in the universe; space explorations" efficiently and effectively. **ENG.10.8.R2** Students can bring information together about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations" through skimming, scanning and detailed	PERFORMANCE ASSIGNMENT: Students create a poster which is about life in 2100. They brainstorm about the possibilities in the future such as robots, aliens, space colonies, space travel, etc. Based on these ideas, students produce sentences about their future using the target grammar structures. Also, they add some visuals on their posters. The project could also be designed with the help of web 2.0 tools if students prefer. As a final stage, they present their posters in the classroom and find the common possibilities about the future. The assignment will be 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
				orbit, to revolve, Adjective: Celestial. Vocabulary for life in the universe: Nouns: Atmosphere, a robot, a creature, a space colony, Adjectives: tiny, unknown, weird. mysterious, rare. Vocabulary for space explorations: Nouns: Space travel, space mission, telescope, an astronaut, a spacecraft, a rocket, a space shuttle, a space capsule Verbs: to launch, to take off, to land, to collect data, to conduct experiments, to go on a spacewalk *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.)	reading. **ENG.10.8.R3** Students can make sense of and derive meaning from the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.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 the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and the future with planets and space; life in the universe; space explorations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.8.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 the future with planets and space; life in the universe; space explorations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.8.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W3** Students can construct new written content on "life in the universe and the future with planets and space; life in the universe; space explorations" based on their understanding of the model(s) provided. **ENG.10.8.W4** Students can practise producing written content based on the current theme "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W5** Students can engage in the process of writing related to the content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W6** Students can reconstruct their writing about the current theme on "life in the universe and the future with planets and space; life in the universe; space explorations" to communicate effectively about it. **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.S2** Students can analyse and understand the model content related to "life in the universe and the future with planets and space; life in the universe; space explorations" to support the production of spoken language. **ENG.10.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.S4** Students can construct meaningful spoken content about "life in the universe and the future with planets and space; life in the universe; space explorations" through efficient and meaningful practice. **ENG.10.8.S5** Students can reconstruct the information about "life in the universe and the future with planets and space; life in the universe; space explorations" when communicating with others. **ENG.10.8.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 the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others.	Atatürkü Anma ve Gençlik ve Spor Bayramı (19 Mayıs)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*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 Language Curriculum. Target Grammatical Structures in Use: -Zero Conditional: (If you go to the Moon, everything floats in space. If a planet is in orbit, it travels around a star.) -Conditional 1: (If you want to explore space, you can become an astronaut.) Functions of the Target Grammatical Structures in Use: Use of the Zero Conditional: Describing general and/or scientific facts which are generally true. Use of the Conditional 1: Describing a possible future situation.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Social Language Expressions in Use: It’s a small world! She’s so strange, she is definitely not from this planet! A star is born! This is a whole new world! It felt like being a man on the moon! Target Phonological Sounds in Use: Consonants: x: (/ ks/, / ks/, /gz/); y: (/wa // wa /wa /, j/, / /, i /); z: /zed/ (Br), /zi / (AmE), /z/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)"		
33	24–28 Mayıs	2	Evaluatıon Theme 8: Lıfe In The Unıverse & The Future	Sub-themes: "Planets and space; life in the universe; space explorations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets and space: Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Nouns: Universe, galaxy, Milky Way, solar system, satellite, a meteor, an asteroid, a comet, an orbit, to revolve, Adjective: Celestial. Vocabulary for life in the universe:	**ENG.10.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.L2** Students can bring together the information in the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.8.R1** Students can prepare for reading the content on "life in the universe and the future with planets and space; life in the universe; space explorations" efficiently and effectively. **ENG.10.8.R2** Students can bring information together about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations" through skimming, scanning and detailed reading. **ENG.10.8.R3** Students can make sense of and derive meaning from the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the	PERFORMANCE ASSIGNMENT: Students create a poster which is about life in 2100. They brainstorm about the possibilities in the future such as robots, aliens, space colonies, space travel, etc. Based on these ideas, students produce sentences about their future using the target grammar structures. Also, they add some visuals on their posters. The project could also be designed with the help of web 2.0 tools if students prefer. As a final stage, they present their posters in the classroom and find the common possibilities about the future. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. İstanbulu'un Fethi (29 Mayıs)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Nouns: Atmosphere, a robot, a creature, a space colony, Adjectives: tiny, unknown, weird. mysterious, rare. Vocabulary for space explorations: Nouns: Space travel, space mission, telescope, an astronaut, a spacecraft, a rocket, a space shuttle, a space capsule Verbs: to launch, to take off, to land, to collect data, to conduct experiments, to go on a spacewalk *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	reading process about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and the future with planets and space; life in the universe; space explorations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.8.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 the future with planets and space; life in the universe; space explorations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.8.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W3** Students can construct new written content on "life in the universe and the future with planets and space; life in the universe; space explorations" based on their understanding of the model(s) provided. **ENG.10.8.W4** Students can practise producing written content based on the current theme "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W5** Students can engage in the process of writing related to the content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W6** Students can reconstruct their writing about the current theme on "life in the universe and the future with planets and space; life in the universe; space explorations" to communicate effectively about it. **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.S2** Students can analyse and understand the model content related to "life in the universe and the future with planets and space; life in the universe; space explorations" to support the production of spoken language. **ENG.10.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.S4** Students can construct meaningful spoken content about "life in the universe and the future with planets and space; life in the universe; space explorations" through efficient and meaningful practice. **ENG.10.8.S5** Students can reconstruct the information about "life in the universe and the future with planets and space; life in the universe; space explorations" when communicating with others. **ENG.10.8.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 the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 Language Curriculum. Target Grammatical Structures in Use: -Zero Conditional: (If you go to the Moon, everything floats in space. If a planet is in orbit, it travels around a star.) -Conditional 1: (If you want to explore space, you can become an astronaut.) Functions of the Target Grammatical Structures in Use: Use of the Zero Conditional: Describing general and/or scientific facts which are generally true. Use of the Conditional 1: Describing a possible future situation. Target Social Language Expressions in Use: It's a small world!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				She's so strange, she is definitely not from this planet! A star is born! This is a whole new world! It felt like being a man on the moon! Target Phonological Sounds in Use: Consonants: x: (/ ks/, / ks/, /gz/); y: (/wa // wa /wa /, /, /, /); z: /zed/ (Br), /zi / (AmE), /z/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
34	31 Mayıs – 4 Haziran	4	Theme 8: Lıfe In The Unıverse & The Future	Sub-themes: "Planets and space; life in the universe; space explorations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets and space: Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Nouns: Universe, galaxy, Milky Way, solar system, satellite, a meteor, an asteroid, a comet, an orbit, to revolve, Adjective: Celestial. Vocabulary for life in the universe: Nouns: Atmosphere, a robot, a creature, a space colony, Adjectives: tiny, unknown, weird.	**ENG.10.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.L2** Students can bring together the information in the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.8.R1** Students can prepare for reading the content on "life in the universe and the future with planets and space; life in the universe; space explorations" efficiently and effectively. **ENG.10.8.R2** Students can bring information together about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations" through skimming, scanning and detailed reading. **ENG.10.8.R3** Students can make sense of and derive meaning from the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.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 the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and the future with planets and space; life in the universe; space explorations" after recognising them in context and developing their conscious and inductive vocabulary learning	PERFORMANCE ASSIGNMENT: Students create a poster which is about life in 2100. They brainstorm about the possibilities in the future such as robots, aliens, space colonies, space travel, etc. Based on these ideas, students produce sentences about their future using the target grammar structures. Also, they add some visuals on their posters. The project could also be designed with the help of web 2.0 tools if students prefer. As a final stage, they present their posters in the classroom and find the common possibilities about the future. The assignment will be 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
				mysterious, rare. Vocabulary for space explorations: Nouns: Space travel, space mission, telescope, an astronaut, a spacecraft, a rocket, a space shuttle, a space capsule Verbs: to launch, to take off, to land, to collect data, to conduct experiments, to go on a spacewalk *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	skills. **ENG.10.8.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 the future with planets and space; life in the universe; space explorations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.10.8.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W3** Students can construct new written content on "life in the universe and the future with planets and space; life in the universe; space explorations" based on their understanding of the model(s) provided. **ENG.10.8.W4** Students can practise producing written content based on the current theme "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W5** Students can engage in the process of writing related to the content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W6** Students can reconstruct their writing about the current theme on "life in the universe and the future with planets and space; life in the universe; space explorations" to communicate effectively about it. **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.S2** Students can analyse and understand the model content related to "life in the universe and the future with planets and space; life in the universe; space explorations" to support the production of spoken language. **ENG.10.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.S4** Students can construct meaningful spoken content about "life in the universe and the future with planets and space; life in the universe; space explorations" through efficient and meaningful practice. **ENG.10.8.S5** Students can reconstruct the information about "life in the universe and the future with planets and space; life in the universe; space explorations" when communicating with others. **ENG.10.8.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 the future with planets and space; life in the universe; space explorations" 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. Target Grammatical Structures in Use: -Zero Conditional: (If you go to the Moon, everything floats in space. If a planet is in orbit, it travels around a star.) -Conditional 1: (If you want to explore space, you can become an astronaut.) Functions of the Target Grammatical Structures in Use: Use of the Zero Conditional: Describing general and/or scientific facts which are generally true. Use of the Conditional 1: Describing a possible future situation. Target Social Language Expressions in Use: It's a small world! She's so strange, she is definitely not from this planet! A star is born!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				This is a whole new world! It felt like being a man on the moon! Target Phonological Sounds in Use: Consonants: x: (/ ks/, / ks/, /gz/); y: (/wa / /wa /wa /, j/, / /, i /); z: /zed/ (Br), /zi / (AmE), /z/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
35	7–11 Haziran	4	Theme 8: Lıfe In The Unıverse & The Future	Sub-themes: "Planets and space; life in the universe; space explorations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets and space: Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Nouns: Universe, galaxy, Milky Way, solar system, satellite, a meteor, an asteroid, a comet, an orbit, to revolve, Adjective: Celestial. Vocabulary for life in the universe: Nouns: Atmosphere, a robot, a creature, a space colony, Adjectives: tiny, unknown, weird. mysterious, rare. Vocabulary for space explorations: Nouns: Space travel,	**ENG.10.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.L2** Students can bring together the information in the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.10.8.R1** Students can prepare for reading the content on "life in the universe and the future with planets and space; life in the universe; space explorations" efficiently and effectively. **ENG.10.8.R2** Students can bring information together about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations" through skimming, scanning and detailed reading. **ENG.10.8.R3** Students can make sense of and derive meaning from the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.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 the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and the future with planets and space; life in the universe; space explorations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.10.8.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 the future with planets and space; life in the universe; space explorations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	PERFORMANCE ASSIGNMENT: Students create a poster which is about life in 2100. They brainstorm about the possibilities in the future such as robots, aliens, space colonies, space travel, etc. Based on these ideas, students produce sentences about their future using the target grammar structures. Also, they add some visuals on their posters. The project could also be designed with the help of web 2.0 tools if students prefer. As a final stage, they present their posters in the classroom and find the common possibilities about the future. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				space mission, telescope, an astronaut, a spacecraft, a rocket, a space shuttle, a space capsule Verbs: to launch, to take off, to land, to collect data, to conduct experiments, to go on a spacewalk *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	**ENG.10.8.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W3** Students can construct new written content on "life in the universe and the future with planets and space; life in the universe; space explorations" based on their understanding of the model(s) provided. **ENG.10.8.W4** Students can practise producing written content based on the current theme "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W5** Students can engage in the process of writing related to the content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.W6** Students can reconstruct their writing about the current theme on "life in the universe and the future with planets and space; life in the universe; space explorations" to communicate effectively about it. **ENG.10.8.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 and the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others. **ENG.10.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.S2** Students can analyse and understand the model content related to "life in the universe and the future with planets and space; life in the universe; space explorations" to support the production of spoken language. **ENG.10.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and the future with planets and space; life in the universe; space explorations". **ENG.10.8.S4** Students can construct meaningful spoken content about "life in the universe and the future with planets and space; life in the universe; space explorations" through efficient and meaningful practice. **ENG.10.8.S5** Students can reconstruct the information about "life in the universe and the future with planets and space; life in the universe; space explorations" when communicating with others. **ENG.10.8.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 the future with planets and space; life in the universe; space explorations" in relation to themselves or others, both individually and/or with others.	

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 Language Curriculum. Target Grammatical Structures in Use: -Zero Conditional: (If you go to the Moon, everything floats in space. If a planet is in orbit, it travels around a star.) -Conditional 1: (If you want to explore space, you can become an astronaut.) Functions of the Target Grammatical Structures in Use: Use of the Zero Conditional: Describing general and/or scientific facts which are generally true. Use of the Conditional 1: Describing a possible future situation. Target Social Language Expressions in Use: It's a small world! She's so strange, she is definitely not from this planet! A star is born! This is a whole new world! It felt like being a man on		

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				the moon! Target Phonological Sounds in Use: Consonants: x: (/ ks/, / ks/, /gz/); y: (/wa // wa /wa /, j/, / /, i /); 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 BULUNMAYAN LİSESİ 9,10,11, 12. SINIF 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.