2. Hafta

21–25 Eylül · 1. dönem · 4 ders saati · Tekrar

TEMA / ÜNİTE

Revısıon 1

KONU / METİN

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 Present Tense: Describing people's physical appearances, being in present, describing people's personalities

ÖĞRENME ÇIKTILARI VE SÜREÇ BİLEŞENLERİ

Kod	Öğrenme çıktısı
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". • 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". • b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.
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". • 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". • b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content. • f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.

Kod	Öğrenme çıktısı
	• g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.
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". • Students can bring together the information in the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". • b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.
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". • 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". • c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning. • e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.
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". • 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". • b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.
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". • Students can bring together the information in the current content on "family life with family members' jobs, work routines, work activities, and workplaces". • b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.
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". • 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". • e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.
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. • 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. • a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations. • c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
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. • Students can construct meaningful spoken content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" through efficient and meaningful practice. • a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations. • c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.

Kod	Öğrenme çıktısı
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. • Students can construct meaningful spoken content about "family life with family members' jobs, work routines, work activities, and workplaces" through efficient and meaningful practice. • c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.
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. • 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. • a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.
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". • 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". • a) Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.
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. • 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. • a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.
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". • 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". • c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme. • e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.
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". • 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". • c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.
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. • 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. • a) Students use the same or similar information presented in the current content in verbal or written forms in

Kod	Öğrenme çıktısı
	different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required. • b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content 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. • a) Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration. • b) Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content. • c) Students make strong preliminary predictions about the current content based on explored and recognised relationships. • d) Students make detailed predictions about the current content by exploring and examining the audiovisual clues in relation with it.
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. • a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts. • b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.
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. • c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme. • d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target unknown words. • k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately. • l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.
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. • a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required. • b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content 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”. • c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis. • d) Students make meaningful inferences from information in the current content by examining it critically. • e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.

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.