2026-2027 Eğitim-Öğretim Yılı · İngilizce 11. sınıf · Hazırlık sınıfı bulunan lise Çerçeve Yıllık Planı

Haftalık 4 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	4	1		Listening • Students will be able to complete a table according to the conversation about the orientation process of a course or school abroad. • Students will be able to follow order of events. • Students will be able to identify the pieces of advice on international opportunities. Pronunciation • Students will be able to produce stress of multi-syllabic words. Speaking • Students will be able to ask for and give information about educational programmes such as Erasmus, Jean Monnet. • Students will be able to present the information about international volunteering programmes such as Overseas Volunteers after searching on the Net. • Students will be able to talk about what kind of qualifications they need to contribute to their career. • Students will be able to express possible opportunities in different areas such as scholarship, internship, graduate study. • Reading Students will be able to match headings with the paragraphs. • Students will be able to scan a text in order to find out the detailed information. • Students will be able to ask questions about opportunities abroad in the text or questions about studying the text. • Writing Students will be able to write an outline for the essay. • Students will be able to write an application letter by using appropriate format rules.	
2	21–25 Eylül	4	1		Listening • Students will be able to complete a table according to the conversation about the orientation process of a course or school abroad. • Students will be able to follow order of events. • Students will be able to identify the pieces of advice on international opportunities. Pronunciation • Students will be able to produce stress of multi-syllabic words. Speaking • Students will be able to ask for and give information about educational programmes such as Erasmus, Jean Monnet. • Students will be able to present the information about international volunteering programmes such as Overseas Volunteers after searching on the Net. • Students will be able to talk about what kind of qualifications they need to contribute to their career. • Students will be able to express possible opportunities in different areas such as scholarship, internship, graduate study. • Reading Students will be able to match headings with the paragraphs. • Students will be able to scan a text in order to find out the detailed information. • Students will be able to ask questions about opportunities abroad in the text or questions about studying the text. • Writing Students will be able to write an outline for the essay. • Students will be able to write an application letter by using appropriate format rules.	
3	28 Eylül – 2 Ekim	4	1		Listening • Students will be able to complete a table according to the conversation about the orientation process of a course or school abroad. • Students will be able to follow order of events. • Students will be able to identify the pieces of advice on international opportunities. Pronunciation	

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					• Students will be able to produce stress of multi-syllabic words. Speaking • Students will be able to ask for and give information about educational programmes such as Erasmus, Jean Monnet. • Students will be able to present the information about international volunteering programmes such as Overseas Volunteers after searching on the Net. • Students will be able to talk about what kind of qualifications they need to contribute to their career. • Students will be able to express possible opportunities in different areas such as scholarship, internship, graduate study. • Reading Students will be able to match headings with the paragraphs. • Students will be able to scan a text in order to find out the detailed information. • Students will be able to ask questions about opportunities abroad in the text or questions about studying the text. • Writing Students will be able to write an outline for the essay. • Students will be able to write an application letter by using appropriate format rules.	
4	5–9 Ekim	2	1 2		Listening • Students will be able to complete a table according to the conversation about the orientation process of a course or school abroad. • Students will be able to follow order of events. • Students will be able to identify the pieces of advice on international opportunities. Pronunciation • Students will be able to produce stress of multi-syllabic words. Speaking • Students will be able to ask for and give information about educational programmes such as Erasmus, Jean Monnet. • Students will be able to present the information about international volunteering programmes such as Overseas Volunteers after searching on the Net. • Students will be able to talk about what kind of qualifications they need to contribute to their career. • Students will be able to express possible opportunities in different areas such as scholarship, internship, graduate study. • Reading Students will be able to match headings with the paragraphs. • Students will be able to scan a text in order to find out the detailed information. • Students will be able to ask questions about opportunities abroad in the text or questions about studying the text. • Writing Students will be able to write an outline for the essay. • Students will be able to write an application letter by using appropriate format rules. Listening • Students will be able to catch the required information in the text. • Students will be able to identify past events in listening text. Pronunciation • Students will be able to notice sentence stress appropriately to use. Speaking • Students will be able to tell a survival story or describe an event. • Students will be able to describe pictures on a survival story. • Students will be able to talk about sequential actions. • Students will be able to use expressions to correct themselves in a conversation. Reading • Students will be able to scan stories to put the events into correct order. • Students will be able to match the stories with the pictures. • Students will be able to change the forms of the words to make meaningful sentences such as survive-survival, rescue-rescuer. • Students will be able to guess the meaning of the vocabulary from the context. Writing	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to summarize a survival story that they have searched on the Net. • Students will be able to use necessary linking words in their writings."	
5	12–16 Ekim	4	2		Listening • Students will be able to catch the required information in the text. • Students will be able to identify past events in listening text. Pronunciation • Students will be able to notice sentence stress appropriately to use. Speaking • Students will be able to tell a survival story or describe an event. • Students will be able to describe pictures on a survival story. • Students will be able to talk about sequential actions. • Students will be able to use expressions to correct themselves in a conversation. Reading • Students will be able to scan stories to put the events into correct order. • Students will be able to match the stories with the pictures. • Students will be able to change the forms of the words to make meaningful sentences such as survive-survival, rescue-rescuer. • Students will be able to guess the meaning of the vocabulary from the context. Writing • Students will be able to summarize a survival story that they have searched on the Net. • Students will be able to use necessary linking words in their writings."	
6	19–23 Ekim	4	2		Listening • Students will be able to catch the required information in the text. • Students will be able to identify past events in listening text. Pronunciation • Students will be able to notice sentence stress appropriately to use. Speaking • Students will be able to tell a survival story or describe an event. • Students will be able to describe pictures on a survival story. • Students will be able to talk about sequential actions. • Students will be able to use expressions to correct themselves in a conversation. Reading • Students will be able to scan stories to put the events into correct order. • Students will be able to match the stories with the pictures. • Students will be able to change the forms of the words to make meaningful sentences such as survive-survival, rescue-rescuer. • Students will be able to guess the meaning of the vocabulary from the context. Writing • Students will be able to summarize a survival story that they have searched on the Net. • Students will be able to use necessary linking words in their writings."	
7	26–30 Ekim	4	2		Listening • Students will be able to catch the required information in the text. • Students will be able to identify past events in listening text. Pronunciation • Students will be able to notice sentence stress appropriately to use. Speaking • Students will be able to tell a survival story or describe an event. • Students will be able to describe pictures on a survival story. • Students will be able to talk about sequential actions. • Students will be able to use expressions to correct themselves in a conversation. Reading • Students will be able to scan stories to put the events into correct order. • Students will be able to match the stories with the pictures.	

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8	2–6 Kasım	4	3		Listening • Students will be able to listen to a text or a dialogue about effects of social media on people to get required information. • Students will be able to complete missing information while listening a text or dialogue. Pronunciation • Students will be able to practice how to say letters and Internet symbols. Speaking • Students will be able to comment on photographs related to the topic. • Students will be able to talk about social media by using verb collocations. • Students will be able to discuss why social network is so popular around the world. • Students will be able to talk about which social web sites they prefer to use and their reasons. Reading • Students will be able to read a research on Social Media to answer the questions. • Students will be able to find out the main idea and details of a research on Social Media. • Students will be able to distinguish personal and impersonal statements in the text/dialogue. • Students will be able to guess the meaning of unfamiliar words from the context. Writing • Students will be able to make an outline to write a discursive essay. • Students will be able to write a discursive essay about social media mentioning various viewpoints using contrasting linkers."	
9	9–13 Kasım	4	3		Listening • Students will be able to listen to a text or a dialogue about effects of social media on people to get required information. • Students will be able to complete missing information while listening a text or dialogue. Pronunciation • Students will be able to practice how to say letters and Internet symbols. Speaking • Students will be able to comment on photographs related to the topic. • Students will be able to talk about social media by using verb collocations. • Students will be able to discuss why social network is so popular around the world. • Students will be able to talk about which social web sites they prefer to use and their reasons. Reading • Students will be able to read a research on Social Media to answer the questions. • Students will be able to find out the main idea and details of a research on Social Media. • Students will be able to distinguish personal and impersonal statements in the text/dialogue. • Students will be able to guess the meaning of unfamiliar words from the context. Writing • Students will be able to make an outline to write a discursive essay. • Students will be able to write a discursive essay about social media mentioning various viewpoints using contrasting linkers."	
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	4	3		Listening • Students will be able to listen to a text or a dialogue about effects of social media on people to get required information. • Students will be able to complete missing information while listening a text or dialogue. Pronunciation • Students will be able to practice how to say letters and Internet symbols.	

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					Speaking • Students will be able to comment on photographs related to the topic. • Students will be able to talk about social media by using verb collocations. • Students will be able to discuss why social network is so popular around the world. • Students will be able to talk about which social web sites they prefer to use and their reasons. Reading • Students will be able to read a research on Social Media to answer the questions. • Students will be able to find out the main idea and details of a research on Social Media. • Students will be able to distinguish personal and impersonal statements in the text/dialogue. • Students will be able to guess the meaning of unfamiliar words from the context. Writing • Students will be able to make an outline to write a discursive essay. • Students will be able to write a discursive essay about social media mentioning various viewpoints using contrasting linkers."	
11	30 Kasım – 4 Aralık	2	3 4		Listening • Students will be able to listen to a text or a dialogue about effects of social media on people to get required information. • Students will be able to complete missing information while listening a text or dialogue. Pronunciation • Students will be able to practice how to say letters and Internet symbols. Speaking • Students will be able to comment on photographs related to the topic. • Students will be able to talk about social media by using verb collocations. • Students will be able to discuss why social network is so popular around the world. • Students will be able to talk about which social web sites they prefer to use and their reasons. Reading • Students will be able to read a research on Social Media to answer the questions. • Students will be able to find out the main idea and details of a research on Social Media. • Students will be able to distinguish personal and impersonal statements in the text/dialogue. • Students will be able to guess the meaning of unfamiliar words from the context. Writing • Students will be able to make an outline to write a discursive essay. • Students will be able to write a discursive essay about social media mentioning various viewpoints using contrasting linkers." Listening • Students will be able to follow scientists discussing possible future problems to draw conclusion. • Students will be able to find out the main idea. Pronunciation • Students will be able to produce short and long vowel sounds. • Speaking • Students will be able to talk about current conditions related to global issues. • Students will be able to talk about causes and effects of global warming on climate in the future. • Students will be able to offer solutions to global issues. • Students will be able to talk about global events which will keep happening in the future. Reading • Students will be able to make inferences about the topic. • Students will be able to use simple context clues to determine the meaning of new words in the text. • Students will be able to identify word collocations related to the topic, such as food shortages, renewable resources, die of hunger. • Students will be able to change the forms of the words in the text to make meaningful sentences such as pollute-pollution-pollutant, global-globalisation-globalised. • Students will be able to distinguish between continuing events and completed events which takes places in the future in the text. Writing • Students will be able to write a report about one of the problems in our country such as climate change,	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					unemployment, pollution, deforestation, migration. • Students will be able to use expressions of quantity in their reports.	
12	7–11 Aralık	4	4		Listening • Students will be able to follow scientists discussing possible future problems to draw conclusion. • Students will be able to find out the main idea. Pronunciation • Students will be able to produce short and long vowel sounds. • Speaking • Students will be able to talk about current conditions related to global issues. • Students will be able to talk about causes and effects of global warming on climate in the future. • Students will be able to offer solutions to global issues. • Students will be able to talk about global events which will keep happening in the future. Reading • Students will be able to make inferences about the topic. • Students will be able to use simple context clues to determine the meaning of new words in the text. • Students will be able to identify word collocations related to the topic, such as food shortages, renewable resources, die of hunger. • Students will be able to change the forms of the words in the text to make meaningful sentences such as pollute-pollution-pollutant, global-globalisation-globalised. • Students will be able to distinguish between continuing events and completed events which takes places in the future in the text. Writing • Students will be able to write a report about one of the problems in our country such as climate change, unemployment, pollution, deforestation, migration. • Students will be able to use expressions of quantity in their reports.	
13	14–18 Aralık	4	4		Listening • Students will be able to follow scientists discussing possible future problems to draw conclusion. • Students will be able to find out the main idea. Pronunciation • Students will be able to produce short and long vowel sounds. • Speaking • Students will be able to talk about current conditions related to global issues. • Students will be able to talk about causes and effects of global warming on climate in the future. • Students will be able to offer solutions to global issues. • Students will be able to talk about global events which will keep happening in the future. Reading • Students will be able to make inferences about the topic. • Students will be able to use simple context clues to determine the meaning of new words in the text. • Students will be able to identify word collocations related to the topic, such as food shortages, renewable resources, die of hunger. • Students will be able to change the forms of the words in the text to make meaningful sentences such as pollute-pollution-pollutant, global-globalisation-globalised. • Students will be able to distinguish between continuing events and completed events which takes places in the future in the text. Writing • Students will be able to write a report about one of the problems in our country such as climate change, unemployment, pollution, deforestation, migration. • Students will be able to use expressions of quantity in their reports.	
14	21–25 Aralık	4	4		Listening • Students will be able to follow scientists discussing possible future problems to draw conclusion. • Students will be able to find out the main idea. Pronunciation • Students will be able to produce short and long vowel sounds.	

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					• Speaking • Students will be able to talk about current conditions related to global issues. • Students will be able to talk about causes and effects of global warming on climate in the future. • Students will be able to offer solutions to global issues. • Students will be able to talk about global events which will keep happening in the future. Reading • Students will be able to make inferences about the topic. • Students will be able to use simple context clues to determine the meaning of new words in the text. • Students will be able to identify word collocations related to the topic, such as food shortages, renewable resources, die of hunger. • Students will be able to change the forms of the words in the text to make meaningful sentences such as pollute-pollution-pollutant, global-globalisation-globalised. • Students will be able to distinguish between continuing events and completed events which takes places in the future in the text. Writing • Students will be able to write a report about one of the problems in our country such as climate change, unemployment, pollution, deforestation, migration. • Students will be able to use expressions of quantity in their reports.	
15	28 Aralık – 1 Ocak	4	5		Listening • Students will be able to fill in the blanks with missing words of a song lyrics. • Students will be able to enumerate different entertainment activities. Pronunciation • Students will be able to identify the tone, mood, and emotion conveyed in the oral communication. Speaking • Students will be able to talk about what kind of entertainment they like and the reasons. • Students will be able to conduct a survey on entertainment preferences to present the results. • Students will be able to express their opinions about entertainment by using justification expressions. • Students will be able to talk about sense of entertainment in different ages. Reading • Students will be able to scan a survey and its result about entertainment to answer the questions. • Students will be able to guess the meaning of phrasal verbs from the context. • Students will be able to change the forms of the words to make meaningful sentences in the text. • Students will be able to find out sentences on cultural sense of humour. Writing • Students will be able to make an outline to write a survey report. • Students will be able to write about a survey report on people's entertainment preferences. • Students will be able to express facts and generalisations in their survey reports.	
16	4–8 Ocak	4	5		Listening • Students will be able to fill in the blanks with missing words of a song lyrics. • Students will be able to enumerate different entertainment activities. Pronunciation • Students will be able to identify the tone, mood, and emotion conveyed in the oral communication. Speaking • Students will be able to talk about what kind of entertainment they like and the reasons. • Students will be able to conduct a survey on entertainment preferences to present the results. • Students will be able to express their opinions about entertainment by using justification expressions. • Students will be able to talk about sense of entertainment in different ages. Reading • Students will be able to scan a survey and its result about entertainment to answer the questions. • Students will be able to guess the meaning of phrasal verbs from the context. • Students will be able to change the forms of the words to make meaningful sentences in the text. • Students will be able to find out sentences on cultural sense of humour. Writing • Students will be able to make an outline to write a survey report.	

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					• Students will be able to write about a survey report on people's entertainment preferences. • Students will be able to express facts and generalisations in their survey reports.	
17	11–15 Ocak	4	5		Listening • Students will be able to fill in the blanks with missing words of a song lyrics. • Students will be able to enumerate different entertainment activities. Pronunciation • Students will be able to identify the tone, mood, and emotion conveyed in the oral communication. Speaking • Students will be able to talk about what kind of entertainment they like and the reasons. • Students will be able to conduct a survey on entertainment preferences to present the results. • Students will be able to express their opinions about entertainment by using justification expressions. • Students will be able to talk about sense of entertainment in different ages. Reading • Students will be able to scan a survey and its result about entertainment to answer the questions. • Students will be able to guess the meaning of phrasal verbs from the context. • Students will be able to change the forms of the words to make meaningful sentences in the text. • Students will be able to find out sentences on cultural sense of humour. Writing • Students will be able to make an outline to write a survey report. • Students will be able to write about a survey report on people's entertainment preferences. • Students will be able to express facts and generalisations in their survey reports.	
18	18–22 Ocak	4	5		Listening • Students will be able to fill in the blanks with missing words of a song lyrics. • Students will be able to enumerate different entertainment activities. Pronunciation • Students will be able to identify the tone, mood, and emotion conveyed in the oral communication. Speaking • Students will be able to talk about what kind of entertainment they like and the reasons. • Students will be able to conduct a survey on entertainment preferences to present the results. • Students will be able to express their opinions about entertainment by using justification expressions. • Students will be able to talk about sense of entertainment in different ages. Reading • Students will be able to scan a survey and its result about entertainment to answer the questions. • Students will be able to guess the meaning of phrasal verbs from the context. • Students will be able to change the forms of the words to make meaningful sentences in the text. • Students will be able to find out sentences on cultural sense of humour. Writing • Students will be able to make an outline to write a survey report. • Students will be able to write about a survey report on people's entertainment preferences. • Students will be able to express facts and generalisations in their survey reports.	
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	4	6		Listening • Students will be able to match the dialogues about news on beauty/fashion with photos. • Students will be able to find out required information in the text. Pronunciation • Students will be able to practice sentence stress correctly. Speaking • Students will be able to talk about recent trends. • Students will be able to maintain a discussion about a variety of methods to be more beautiful. • Students will be able to make comments briefly on fashion and beauty products by looking at pictures. • Students will be able to use expressions about giving a choice in their speech. Reading	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to use context clues to get main ideas in the text. • Students will be able to interpret a poem. • Students will be able to change the forms of the words in the text to make meaningful sentences such as trend, trendy, fashion, fashionable, fashionableness, etc. • Students will be able to guess the meaning of the idioms in the text and use them in a sentence. Writing • Students will be able to write an essay on their own sense of beauty. • Students will be able to use participles in their writings.	
20	15–19 Şubat	4	6		Listening • Students will be able to match the dialogues about news on beauty/fashion with photos. • Students will be able to find out required information in the text. Pronunciation • Students will be able to practice sentence stress correctly. Speaking • Students will be able to talk about recent trends. • Students will be able to maintain a discussion about a variety of methods to be more beautiful. • Students will be able to make comments briefly on fashion and beauty products by looking at pictures. • Students will be able to use expressions about giving a choice in their speech. Reading • Students will be able to use context clues to get main ideas in the text. • Students will be able to interpret a poem. • Students will be able to change the forms of the words in the text to make meaningful sentences such as trend, trendy, fashion, fashionable, fashionableness, etc. • Students will be able to guess the meaning of the idioms in the text and use them in a sentence. Writing • Students will be able to write an essay on their own sense of beauty. • Students will be able to use participles in their writings.	
21	22–26 Şubat	4	6		Listening • Students will be able to match the dialogues about news on beauty/fashion with photos. • Students will be able to find out required information in the text. Pronunciation • Students will be able to practice sentence stress correctly. Speaking • Students will be able to talk about recent trends. • Students will be able to maintain a discussion about a variety of methods to be more beautiful. • Students will be able to make comments briefly on fashion and beauty products by looking at pictures. • Students will be able to use expressions about giving a choice in their speech. Reading • Students will be able to use context clues to get main ideas in the text. • Students will be able to interpret a poem. • Students will be able to change the forms of the words in the text to make meaningful sentences such as trend, trendy, fashion, fashionable, fashionableness, etc. • Students will be able to guess the meaning of the idioms in the text and use them in a sentence. Writing • Students will be able to write an essay on their own sense of beauty. • Students will be able to use participles in their writings.	
22	1–5 Mart	4	6		Listening • Students will be able to match the dialogues about news on beauty/fashion with photos. • Students will be able to find out required information in the text. Pronunciation • Students will be able to practice sentence stress correctly. Speaking • Students will be able to talk about recent trends.	

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					• Students will be able to maintain a discussion about a variety of methods to be more beautiful. • Students will be able to make comments briefly on fashion and beauty products by looking at pictures. • Students will be able to use expressions about giving a choice in their speech. Reading • Students will be able to use context clues to get main ideas in the text. • Students will be able to interpret a poem. • Students will be able to change the forms of the words in the text to make meaningful sentences such as trend, trendy, fashion, fashionable, fashionableness, etc. • Students will be able to guess the meaning of the idioms in the text and use them in a sentence. Writing • Students will be able to write an essay on their own sense of beauty. • Students will be able to use participles in their writings.	
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	4	7		Listening • Students will be able to catch the main points of a discussion about the relationship between colours and moods. • Students will be able to identify the speaker's mood, tone, etc while listening to a short dialogue. • Students will be able to compare the suggestions or different perspectives given by a psychologist/friend and respond to them. Pronunciation • Students will be able to practise sentence intonation and stress. Speaking • Students will be able to ask and answer questions about personality. • Students will be able to express their problems, such as friendship, parental, neighbourhood conflict and ask for their friends' suggestions. • Students will be able to express feelings by using different voice levels such as surprise, happiness, sadness, interest, indifference. • Students will be able to talk about what affects their moods. Reading • Students will be able to sort clearly written instructions for relaxation/meditation. • Students will be able to determine their personality type by answering a given personality questionnaire. • Students will be able to change the forms of the words to make meaningful sentences such as ignore-ignorance-ignorable, amuse-amusing-amusement-amusingly in the text. Writing • Students will be able to describe artist's or writer's mood reflected in a painting, photograph or poem through creative writing by following the given tips. • Students will be able to offer solutions in a newspaper for certain problems sent by readers by using phrasal verbs related to the topic."	
24	22–26 Mart	4	7		Listening • Students will be able to catch the main points of a discussion about the relationship between colours and moods. • Students will be able to identify the speaker's mood, tone, etc while listening to a short dialogue. • Students will be able to compare the suggestions or different perspectives given by a psychologist/friend and respond to them. Pronunciation • Students will be able to practise sentence intonation and stress. Speaking • Students will be able to ask and answer questions about personality. • Students will be able to express their problems, such as friendship, parental, neighbourhood conflict and ask for their friends' suggestions. • Students will be able to express feelings by using different voice levels such as surprise, happiness, sadness, interest, indifference. • Students will be able to talk about what affects their moods. Reading • Students will be able to sort clearly written instructions for relaxation/meditation. • Students will be able to determine their personality type by answering a given personality questionnaire.	

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25	29 Mart – 2 Nisan	4	7		Listening • Students will be able to catch the main points of a discussion about the relationship between colours and moods. • Students will be able to identify the speaker's mood, tone, etc while listening to a short dialogue. • Students will be able to compare the suggestions or different perspectives given by a psychologist/friend and respond to them. Pronunciation • Students will be able to practise sentence intonation and stress. Speaking • Students will be able to ask and answer questions about personality. • Students will be able to express their problems, such as friendship, parental, neighbourhood conflict and ask for their friends' suggestions. • Students will be able to express feelings by using different voice levels such as surprise, happiness, sadness, interest, indifference. • Students will be able to talk about what affects their moods. Reading • Students will be able to sort clearly written instructions for relaxation/meditation. • Students will be able to determine their personality type by answering a given personality questionnaire. • Students will be able to change the forms of the words to make meaningful sentences such as ignore-ignorance-ignorable, amuse-amusing-amusement-amusingly in the text. Writing • Students will be able to describe artist's or writer's mood reflected in a painting, photograph or poem through creative writing by following the given tips. • Students will be able to offer solutions in a newspaper for certain problems sent by readers by using phrasal verbs related to the topic."	
26	5–9 Nisan	2	7 8		Listening • Students will be able to catch the main points of a discussion about the relationship between colours and moods. • Students will be able to identify the speaker's mood, tone, etc while listening to a short dialogue. • Students will be able to compare the suggestions or different perspectives given by a psychologist/friend and respond to them. Pronunciation • Students will be able to practise sentence intonation and stress. Speaking • Students will be able to ask and answer questions about personality. • Students will be able to express their problems, such as friendship, parental, neighbourhood conflict and ask for their friends' suggestions. • Students will be able to express feelings by using different voice levels such as surprise, happiness, sadness, interest, indifference. • Students will be able to talk about what affects their moods. Reading • Students will be able to sort clearly written instructions for relaxation/meditation. • Students will be able to determine their personality type by answering a given personality questionnaire. • Students will be able to change the forms of the words to make meaningful sentences such as ignore-ignorance-ignorable, amuse-amusing-amusement-amusingly in the text. Writing • Students will be able to describe artist's or writer's mood reflected in a painting, photograph or poem through creative writing by following the given tips. • Students will be able to offer solutions in a newspaper for certain problems sent by readers by using phrasal verbs	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					related to the topic." Listening • Students will be able to find out technical information, such as operating instructions for everyday equipment. • Students will be able to identify main point about technology on TV or radio programme. Pronunciation • Students will be able to practise sentence intonation and stress. Speaking • Students will be able to introduce a technology product or life saver technology by using visuals. • Students will be able to express their ideas and feelings such as surprise, happiness, interests and indifference on technology products. • Students will be able to describe the problems about the life-saver products they have used. Reading • Students will be able to skim the text to find out the main idea. • Students will be able to find out benefits of technology for human beings in the text. • Students will be able to change the forms of the words to make meaningful sentences, such as inspire-inspiration-inspired, electricity-electrifying-electrification-electrify. • Students will be able to highlight phrasal verbs in the text to match them with their meanings. Writing • Students will be able to write a note asking someone to have something done. • Students will be able to write a description and purpose of a life saver product by using the information they have searched on the Net. • Students will be able to use clauses of purpose in their writings.	
27	12–16 Nisan	4	8		Listening • Students will be able to find out technical information, such as operating instructions for everyday equipment. • Students will be able to identify main point about technology on TV or radio programme. Pronunciation • Students will be able to practise sentence intonation and stress. Speaking • Students will be able to introduce a technology product or life saver technology by using visuals. • Students will be able to express their ideas and feelings such as surprise, happiness, interests and indifference on technology products. • Students will be able to describe the problems about the life-saver products they have used. Reading • Students will be able to skim the text to find out the main idea. • Students will be able to find out benefits of technology for human beings in the text. • Students will be able to change the forms of the words to make meaningful sentences, such as inspire-inspiration-inspired, electricity-electrifying-electrification-electrify. • Students will be able to highlight phrasal verbs in the text to match them with their meanings. Writing • Students will be able to write a note asking someone to have something done. • Students will be able to write a description and purpose of a life saver product by using the information they have searched on the Net. • Students will be able to use clauses of purpose in their writings.	
28	19–23 Nisan	4	8		Listening • Students will be able to find out technical information, such as operating instructions for everyday equipment. • Students will be able to identify main point about technology on TV or radio programme. Pronunciation • Students will be able to practise sentence intonation and stress. Speaking • Students will be able to introduce a technology product or life saver technology by using visuals. • Students will be able to express their ideas and feelings such as surprise, happiness, interests and indifference on technology products. • Students will be able to describe the problems about the life-saver products they have used. Reading	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to skim the text to find out the main idea. • Students will be able to find out benefits of technology for human beings in the text. • Students will be able to change the forms of the words to make meaningful sentences, such as inspire-inspiration-inspired, electricity-electrifying-electrification-electrify. • Students will be able to highlight phrasal verbs in the text to match them with their meanings. Writing • Students will be able to write a note asking someone to have something done. • Students will be able to write a description and purpose of a life saver product by using the information they have searched on the Net. • Students will be able to use clauses of purpose in their writings.	
29	26–30 Nisan	4	8		Listening • Students will be able to find out technical information, such as operating instructions for everyday equipment. • Students will be able to identify main point about technology on TV or radio programme. Pronunciation • Students will be able to practise sentence intonation and stress. Speaking • Students will be able to introduce a technology product or life saver technology by using visuals. • Students will be able to express their ideas and feelings such as surprise, happiness, interests and indifference on technology products. • Students will be able to describe the problems about the life-saver products they have used. Reading • Students will be able to skim the text to find out the main idea. • Students will be able to find out benefits of technology for human beings in the text. • Students will be able to change the forms of the words to make meaningful sentences, such as inspire-inspiration-inspired, electricity-electrifying-electrification-electrify. • Students will be able to highlight phrasal verbs in the text to match them with their meanings. Writing • Students will be able to write a note asking someone to have something done. • Students will be able to write a description and purpose of a life saver product by using the information they have searched on the Net. • Students will be able to use clauses of purpose in their writings.	
30	3–7 Mayıs	4	9		Listening • Students will be able to obtain detailed information from an interesting friendship story, such as friendship of a human and an animal. • Students will be able to complete the lyrics while listening to a song. Pronunciation • Students will be able to pronounce the weak form of that. Speaking • Students will be able to make complaints and offer solutions about relationship. • Students will be able to use phrasal verbs while talking about themselves and friends. • Students will be able to talk about online friendship. • Students will be able to talk about values, such as honesty, trustworthy, modesty for a good friendship. Reading • Students will be able to find out required information in a real story about friendship. • Students will be able to make inferences through the text. • Students will be able to express opinions about the text. • Students will be able to change the forms of the words to make meaningful sentences, such as affect-affection-affectionate-affectional, admire-admiration-admirable in the text. Writing • Students will be able to write down their opinions and thoughts about friendship. • Students will be able to report their friends, parents or wise men's statements about friendship.	
31	10–14 Mayıs	4	9		Listening • Students will be able to obtain detailed information from an interesting friendship story, such as friendship of a	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					human and an animal. • Students will be able to complete the lyrics while listening to a song. Pronunciation • Students will be able to pronounce the weak form of that. Speaking • Students will be able to make complaints and offer solutions about relationship. • Students will be able to use phrasal verbs while talking about themselves and friends. • Students will be able to talk about online friendship. • Students will be able to talk about values, such as honesty, trustworthy, modesty for a good friendship. Reading • Students will be able to find out required information in a real story about friendship. • Students will be able to make inferences through the text. • Students will be able to express opinions about the text. • Students will be able to change the forms of the words to make meaningful sentences, such as affect-affection-affectionate-affectional, admire-admiration-admirable in the text. Writing • Students will be able to write down their opinions and thoughts about friendship. • Students will be able to report their friends, parents or wise men's statements about friendship.	
32	17–21 Mayıs	4	9		Listening • Students will be able to obtain detailed information from an interesting friendship story, such as friendship of a human and an animal. • Students will be able to complete the lyrics while listening to a song. Pronunciation • Students will be able to pronounce the weak form of that. Speaking • Students will be able to make complaints and offer solutions about relationship. • Students will be able to use phrasal verbs while talking about themselves and friends. • Students will be able to talk about online friendship. • Students will be able to talk about values, such as honesty, trustworthy, modesty for a good friendship. Reading • Students will be able to find out required information in a real story about friendship. • Students will be able to make inferences through the text. • Students will be able to express opinions about the text. • Students will be able to change the forms of the words to make meaningful sentences, such as affect-affection-affectionate-affectional, admire-admiration-admirable in the text. Writing • Students will be able to write down their opinions and thoughts about friendship. • Students will be able to report their friends, parents or wise men's statements about friendship.	
33	24–28 Mayıs	2	9 10		Listening • Students will be able to obtain detailed information from an interesting friendship story, such as friendship of a human and an animal. • Students will be able to complete the lyrics while listening to a song. Pronunciation • Students will be able to pronounce the weak form of that. Speaking • Students will be able to make complaints and offer solutions about relationship. • Students will be able to use phrasal verbs while talking about themselves and friends. • Students will be able to talk about online friendship. • Students will be able to talk about values, such as honesty, trustworthy, modesty for a good friendship. Reading • Students will be able to find out required information in a real story about friendship. • Students will be able to make inferences through the text. • Students will be able to express opinions about the text. • Students will be able to change the forms of the words to make meaningful sentences, such as affect-affection-	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					affectionate-affectional, admire-admiration-admirable in the text. Writing • Students will be able to write down their opinions and thoughts about friendship. • Students will be able to report their friends, parents or wise men's statements about friendship. Listening • Students will be able to identify wishes, regrets and apologies. • Students will be able to detect the target information on TV or a radio program about paralympics. • Pronunciation • Students will be able to guess stress of new words using learned rules. Speaking • Students will be able to talk about winter and summer paralympic sports and equipments. • Students will be able to express regrets and wishes in their life. • Students will be able to talk about difficulties that paralyzed people live in our country and solutions to their problems. • Students will be able to talk about human values that make paralyzed people life easier. Reading • Students will be able to scan a real success story of a paralyzed person. • Students will be able to identify the information about paralympics to answer the questions. • Students will be able to identify lexis and jargon related to paralympics. • Students will be able to match the definitions with phrasal verbs in the text. Writing • Students will be able to write an opinion essay on ways of making paralyzed people's life easier by synthesizing information about paralympics they get by using information technologies. • Students will be able to write a letter or a note on wishes, regrets.	
34	31 Mayıs – 4 Haziran	4	10		Listening • Students will be able to identify wishes, regrets and apologies. • Students will be able to detect the target information on TV or a radio program about paralympics. • Pronunciation • Students will be able to guess stress of new words using learned rules. Speaking • Students will be able to talk about winter and summer paralympic sports and equipments. • Students will be able to express regrets and wishes in their life. • Students will be able to talk about difficulties that paralyzed people live in our country and solutions to their problems. • Students will be able to talk about human values that make paralyzed people life easier. Reading • Students will be able to scan a real success story of a paralyzed person. • Students will be able to identify the information about paralympics to answer the questions. • Students will be able to identify lexis and jargon related to paralympics. • Students will be able to match the definitions with phrasal verbs in the text. Writing • Students will be able to write an opinion essay on ways of making paralyzed people's life easier by synthesizing information about paralympics they get by using information technologies. • Students will be able to write a letter or a note on wishes, regrets.	
35	7–11 Haziran	4	10		Listening • Students will be able to identify wishes, regrets and apologies. • Students will be able to detect the target information on TV or a radio program about paralympics. • Pronunciation • Students will be able to guess stress of new words using learned rules. Speaking • Students will be able to talk about winter and summer paralympic sports and equipments. • Students will be able to express regrets and wishes in their life. • Students will be able to talk about difficulties that paralyzed people live in our country and solutions to their problems.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to talk about human values that make paralyzed people life easier. Reading • Students will be able to scan a real success story of a paralyzed person. • Students will be able to identify the information about paralympics to answer the questions. • Students will be able to identify lexis and jargon related to paralympics. • Students will be able to match the definitions with phrasal verbs in the text. Writing • Students will be able to write an opinion essay on ways of making paralyzed people's life easier by synthesizing information about paralympics they get by using information technologies. • Students will be able to write a letter or a note on wishes, regrets.	
36	14–18 Haziran	4	10		Listening • Students will be able to identify wishes, regrets and apologies. • Students will be able to detect the target information on TV or a radio program about paralympics. • Pronunciation • Students will be able to guess stress of new words using learned rules. Speaking • Students will be able to talk about winter and summer paralympic sports and equipments. • Students will be able to express regrets and wishes in their life. • Students will be able to talk about difficulties that paralyzed people live in our country and solutions to their problems. • Students will be able to talk about human values that make paralyzed people life easier. Reading • Students will be able to scan a real success story of a paralyzed person. • Students will be able to identify the information about paralympics to answer the questions. • Students will be able to identify lexis and jargon related to paralympics. • Students will be able to match the definitions with phrasal verbs in the text. Writing • Students will be able to write an opinion essay on ways of making paralyzed people's life easier by synthesizing information about paralympics they get by using information technologies. • Students will be able to write a letter or a note on wishes, regrets.	
37	21–25 Haziran		(Sosyal etkinlik)			

Kaynak: MEB İNGİLİZCE - 2026-2027 HAZIRLIK SINIFI BULUNAN LİSELER TASLAK YILLIK PLAN.xlsx (11.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.