2026-2027 Eğitim-Öğretim Yılı · İngilizce 12. 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 take notes of an expert's advice about the steps for a job application. • Students will be able to use their notes to answer the questions. Pronunciation • Students will be able to produce sounds: /eɪə/, /aʊ ə/. Speaking • Students will be able to talk about their future/career plans. • Students will be able to use expressions when they need to confirm understanding. • Students will be able to talk about workday routines. • Students will be able to use expressions that encourage people. • Students will be able to take part in a job interview through a role play. Reading • Students will be able to complete a career test while reading. • Students will be able to skim the text to get the general idea. • Students will be able to match the headings with the paragraphs. Writing • Students will be able to write a job application letter/ transactional letter by adding their CVs. • Students will be able to form sentences functioning with the same meaning.	
2	21–25 Eylül	4	1		Listening • Students will be able to take notes of an expert's advice about the steps for a job application. • Students will be able to use their notes to answer the questions. Pronunciation • Students will be able to produce sounds: /eɪə/, /aʊ ə/. Speaking • Students will be able to talk about their future/career plans. • Students will be able to use expressions when they need to confirm understanding. • Students will be able to talk about workday routines. • Students will be able to use expressions that encourage people. • Students will be able to take part in a job interview through a role play. Reading • Students will be able to complete a career test while reading. • Students will be able to skim the text to get the general idea. • Students will be able to match the headings with the paragraphs. Writing • Students will be able to write a job application letter/ transactional letter by adding their CVs. • Students will be able to form sentences functioning with the same meaning.	
3	28 Eylül – 2 Ekim	4	1		Listening • Students will be able to take notes of an expert's advice about the steps for a job application. • Students will be able to use their notes to answer the questions. Pronunciation • Students will be able to produce sounds: /eɪə/, /aʊ ə/. Speaking • Students will be able to talk about their future/career plans. • Students will be able to use expressions when they need to confirm understanding. • Students will be able to talk about workday routines. • Students will be able to use expressions that encourage people. • Students will be able to take part in a job interview through a role play. Reading • Students will be able to complete a career test while reading. • Students will be able to skim the text to get the general idea.	

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					• Students will be able to match the headings with the paragraphs. Writing • Students will be able to write a job application letter/ transactional letter by adding their CVs. • Students will be able to form sentences functioning with the same meaning.	
4	5–9 Ekim	2	1 2		Listening • Students will be able to take notes of an expert's advice about the steps for a job application. • Students will be able to use their notes to answer the questions. Pronunciation • Students will be able to produce sounds: /eɪə/, /a͡ ə/. Speaking • Students will be able to talk about their future/career plans. • Students will be able to use expressions when they need to confirm understanding. • Students will be able to talk about workday routines. • Students will be able to use expressions that encourage people. • Students will be able to take part in a job interview through a role play. Reading • Students will be able to complete a career test while reading. • Students will be able to skim the text to get the general idea. • Students will be able to match the headings with the paragraphs. Writing • Students will be able to write a job application letter/ transactional letter by adding their CVs. • Students will be able to form sentences functioning with the same meaning. Listening • Students will be able to take notes the essentials of lectures, talks or reports which are academic or professional to answer the questions related to topic. • Students will be able to listen to find out difficulties of immigrants meet. Pronunciation • Students will be able to focus on utterances spoken in different accents in English: Latin, Canadian, Australian, South African, etc. Speaking • Students will be able to talk about experiences and events in the past. • Students will be able to discuss the reasons of immigration by using expressions to analyze the problem. • Students will be able to talk about the solutions to prevent immigration in the future. • Students will be able to discuss about stereotypes. Reading • Students will be able to skim authentic text to get the main idea. • Students will be able to match the topics with the paragraphs of the text. • Students will be able to change the forms of the words in the text to make meaningful sentences such as migrate-immigrant- immigration. • Students will be able to match the problems with the solutions. Writing • Students will be able to write an argumentative essay about immigrants and their difficulties. • Students will be able to use transitional expressions.	
5	12–16 Ekim	4	2		Listening • Students will be able to take notes the essentials of lectures, talks or reports which are academic or professional to answer the questions related to topic. • Students will be able to listen to find out difficulties of immigrants meet. Pronunciation • Students will be able to focus on utterances spoken in different accents in English: Latin, Canadian, Australian, South African, etc. Speaking • Students will be able to talk about experiences and events in the past. • Students will be able to discuss the reasons of immigration by using expressions to analyze the problem. • Students will be able to talk about the solutions to prevent immigration in the future.	

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					• Students will be able to discuss about stereotypes. Reading • Students will be able to skim authentic text to get the main idea. • Students will be able to match the topics with the paragraphs of the text. • Students will be able to change the forms of the words in the text to make meaningful sentences such as migrate-immigrant- immigration. • Students will be able to match the problems with the solutions. Writing • Students will be able to write an argumentative essay about immigrants and their difficulties. • Students will be able to use transitional expressions.	
6	19–23 Ekim	4	2		Listening • Students will be able to take notes the essentials of lectures, talks or reports which are academic or professional to answer the questions related to topic. • Students will be able to listen to find out difficulties of immigrants meet. Pronunciation • Students will be able to focus on utterances spoken in different accents in English: Latin, Canadian, Australian, South African, etc. Speaking • Students will be able to talk about experiences and events in the past. • Students will be able to discuss the reasons of immigration by using expressions to analyze the problem. • Students will be able to talk about the solutions to prevent immigration in the future. • Students will be able to discuss about stereotypes. Reading • Students will be able to skim authentic text to get the main idea. • Students will be able to match the topics with the paragraphs of the text. • Students will be able to change the forms of the words in the text to make meaningful sentences such as migrate-immigrant- immigration. • Students will be able to match the problems with the solutions. Writing • Students will be able to write an argumentative essay about immigrants and their difficulties. • Students will be able to use transitional expressions.	
7	26–30 Ekim	4	2		Listening • Students will be able to take notes the essentials of lectures, talks or reports which are academic or professional to answer the questions related to topic. • Students will be able to listen to find out difficulties of immigrants meet. Pronunciation • Students will be able to focus on utterances spoken in different accents in English: Latin, Canadian, Australian, South African, etc. Speaking • Students will be able to talk about experiences and events in the past. • Students will be able to discuss the reasons of immigration by using expressions to analyze the problem. • Students will be able to talk about the solutions to prevent immigration in the future. • Students will be able to discuss about stereotypes. Reading • Students will be able to skim authentic text to get the main idea. • Students will be able to match the topics with the paragraphs of the text. • Students will be able to change the forms of the words in the text to make meaningful sentences such as migrate-immigrant- immigration. • Students will be able to match the problems with the solutions. Writing • Students will be able to write an argumentative essay about immigrants and their difficulties. • Students will be able to use transitional expressions.	
8	2–6 Kasım	4	3		Listening	

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					• Students will be able to complete the instructions about authentic announcements at the airport. • Students will be able to put the instructions into the correct order. Pronunciation • Students will be able to produce sounds: /oʊ ə/, /ɒ/, /əʊ ə/. Speaking • Students will be able to simulate an airport scene starting with security gates. • Students will be able to use expressions about apologizing for their faults in a dialogue. • Students will be able to use discourse markers in their conversations. • Students will be able to talk about dos and don'ts at the airport. Reading • Students will be able to read a text/ a dialogue to catch the information about the topic. • Students will be able to answer multiple choice questions about the text/ dialogue. • Students will be able to find out the meaning of phrasal verbs about travel such as drop off, take off, speed up, set out. • Students will be able to use compound nouns to complete a text/ dialogue/ sentences such as stopover, layover, oversized, X-ray machine, boarding call, etc. Writing • Students will be able to write an airport story they experienced, watched or imagined by using punctuation marks correctly. • Students will be able to fill out a form needed while going abroad.	
9	9–13 Kasım	4	3		Listening • Students will be able to complete the instructions about authentic announcements at the airport. • Students will be able to put the instructions into the correct order. Pronunciation • Students will be able to produce sounds: /oʊ ə/, /ɒ/, /əʊ ə/. Speaking • Students will be able to simulate an airport scene starting with security gates. • Students will be able to use expressions about apologizing for their faults in a dialogue. • Students will be able to use discourse markers in their conversations. • Students will be able to talk about dos and don'ts at the airport. Reading • Students will be able to read a text/ a dialogue to catch the information about the topic. • Students will be able to answer multiple choice questions about the text/ dialogue. • Students will be able to find out the meaning of phrasal verbs about travel such as drop off, take off, speed up, set out. • Students will be able to use compound nouns to complete a text/ dialogue/ sentences such as stopover, layover, oversized, X-ray machine, boarding call, etc. Writing • Students will be able to write an airport story they experienced, watched or imagined by using punctuation marks correctly. • Students will be able to fill out a form needed while going abroad.	
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	4	3		Listening • Students will be able to complete the instructions about authentic announcements at the airport. • Students will be able to put the instructions into the correct order. Pronunciation • Students will be able to produce sounds: /oʊ ə/, /ɒ/, /əʊ ə/. Speaking • Students will be able to simulate an airport scene starting with security gates. • Students will be able to use expressions about apologizing for their faults in a dialogue. • Students will be able to use discourse markers in their conversations. • Students will be able to talk about dos and don'ts at the airport. Reading • Students will be able to read a text/ a dialogue to catch the information about the topic.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to answer multiple choice questions about the text/ dialogue. • Students will be able to find out the meaning of phrasal verbs about travel such as drop off, take off, speed up, set out. • Students will be able to use compound nouns to complete a text/ dialogue/ sentences such as stopover, layover, oversized, X-ray machine, boarding call, etc. Writing • Students will be able to write an airport story they experienced, watched or imagined by using punctuation marks correctly. • Students will be able to fill out a form needed while going abroad.	
11	30 Kasım – 4 Aralık	2	3 4		Listening • Students will be able to complete the instructions about authentic announcements at the airport. • Students will be able to put the instructions into the correct order. Pronunciation • Students will be able to produce sounds: /oʊ ə/, /ɒ/, /əʊ ə/. Speaking • Students will be able to simulate an airport scene starting with security gates. • Students will be able to use expressions about apologizing for their faults in a dialogue. • Students will be able to use discourse markers in their conversations. • Students will be able to talk about dos and don'ts at the airport. Reading • Students will be able to read a text/ a dialogue to catch the information about the topic. • Students will be able to answer multiple choice questions about the text/ dialogue. • Students will be able to find out the meaning of phrasal verbs about travel such as drop off, take off, speed up, set out. • Students will be able to use compound nouns to complete a text/ dialogue/ sentences such as stopover, layover, oversized, X-ray machine, boarding call, etc. Writing • Students will be able to write an airport story they experienced, watched or imagined by using punctuation marks correctly. • Students will be able to fill out a form needed while going abroad. Listening • Students will be able to identify speakers' viewpoints, including their general and supporting ideas. • Students will be able to listen to the school counsellor advice about test anxiety to place the related words into the text. Pronunciation • Students will be able to make connections in order to use more fluent and rapid phrases and sentences such as "Tell me about it!"," I could've done better", "Do you see what I mean?" Speaking • Students will be able to talk about how to overcome test anxiety. • Students will be able to use formal and informal social expressions. • Students will be able to talk about significant effects of test anxiety on the foreign language learning process. • Students will be able to use expressions for discussion and debate. Reading • Students will be able to read narrative, descriptive or informative paragraphs related to anxiety to find out the reason, result and solutions. • Students will be able to match the definition with the vocabulary/phrasal verbs related to topic. • Students will be able to identify adverb collocations. • Students will be able to identify the intensifiers in the text/ the paragraph. Writing • Students will be able to write about how test anxiety affects exam performance and how to overcome it. • Students will be able to use clauses of reason and result in their writings.	
12	7–11 Aralık	4	4		Listening • Students will be able to identify speakers' viewpoints, including their general and supporting ideas. • Students will be able to listen to the school counsellor advice about test anxiety to place the related words into the	

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13	14–18 Aralık	4	4		Listening • Students will be able to identify speakers' viewpoints, including their general and supporting ideas. • Students will be able to listen to the school counsellor advice about test anxiety to place the related words into the text. Pronunciation • Students will be able to make connections in order to use more fluent and rapid phrases and sentences such as "Tell me about it!"," I could've done better", "Do you see what I mean?" Speaking • Students will be able to talk about how to overcome test anxiety. • Students will be able to use formal and informal social expressions. • Students will be able to talk about significant effects of test anxiety on the foreign language learning process. • Students will be able to use expressions for discussion and debate. Reading • Students will be able to read narrative, descriptive or informative paragraphs related to anxiety to find out the reason, result and solutions. • Students will be able to match the definition with the vocabulary/phrasal verbs related to topic. • Students will be able to identify adverb collocations. • Students will be able to identify the intensifiers in the text/ the paragraph. Writing • Students will be able to write about how test anxiety affects exam performance and how to overcome it. • Students will be able to use clauses of reason and result in their writings.	
14	21–25 Aralık	4	4		Listening • Students will be able to identify speakers' viewpoints, including their general and supporting ideas. • Students will be able to listen to the school counsellor advice about test anxiety to place the related words into the text. Pronunciation • Students will be able to make connections in order to use more fluent and rapid phrases and sentences such as "Tell me about it!"," I could've done better", "Do you see what I mean?" Speaking • Students will be able to talk about how to overcome test anxiety. • Students will be able to use formal and informal social expressions. • Students will be able to talk about significant effects of test anxiety on the foreign language learning process. • Students will be able to use expressions for discussion and debate. Reading • Students will be able to read narrative, descriptive or informative paragraphs related to anxiety to find out the reason, result and solutions.	

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					• Students will be able to match the definition with the vocabulary/phrasal verbs related to topic. • Students will be able to identify adverb collocations. • Students will be able to identify the intensifiers in the text/ the paragraph. Writing • Students will be able to write about how test anxiety affects exam performance and how to overcome it. • Students will be able to use clauses of reason and result in their writings.	
15	28 Aralık – 1 Ocak	4	5		Listening • Students will be able to listen to an authentic audio script such as a radio programme to fill in the table with different beliefs and superstitions in different countries. • Students will be able to listen to a song and complete the gaps in the lyrics. Pronunciation • Students will be able to practice reduction of auxiliaries in questions. Speaking • Students will be able to search superstitions all around the world through internet to report. • Students will be able to discuss whether the given superstitions are blind belief or make sense. • Students will be able to discuss about the reasons why people believe superstitions. • Students will be able to use fillers when necessary. Reading • Students will be able to find out specific information in the text to answer the questions. • Students will be able to identify author's viewpoint. • Students will be able to match vocabulary with the correct meaning. • Students will be able to replace the synonyms/ antonyms in text. Writing • Students will be able to write an essay on the effects of superstitions and blind beliefs on social life. • Students will be able to use linking words in their writings.	
16	4–8 Ocak	4	5		Listening • Students will be able to listen to an authentic audio script such as a radio programme to fill in the table with different beliefs and superstitions in different countries. • Students will be able to listen to a song and complete the gaps in the lyrics. Pronunciation • Students will be able to practice reduction of auxiliaries in questions. Speaking • Students will be able to search superstitions all around the world through internet to report. • Students will be able to discuss whether the given superstitions are blind belief or make sense. • Students will be able to discuss about the reasons why people believe superstitions. • Students will be able to use fillers when necessary. Reading • Students will be able to find out specific information in the text to answer the questions. • Students will be able to identify author's viewpoint. • Students will be able to match vocabulary with the correct meaning. • Students will be able to replace the synonyms/ antonyms in text. Writing • Students will be able to write an essay on the effects of superstitions and blind beliefs on social life. • Students will be able to use linking words in their writings.	
17	11–15 Ocak	4	5		Listening • Students will be able to listen to an authentic audio script such as a radio programme to fill in the table with different beliefs and superstitions in different countries. • Students will be able to listen to a song and complete the gaps in the lyrics. Pronunciation • Students will be able to practice reduction of auxiliaries in questions. Speaking • Students will be able to search superstitions all around the world through internet to report. • Students will be able to discuss whether the given superstitions are blind belief or make sense.	

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					• Students will be able to discuss about the reasons why people believe superstitions. • Students will be able to use fillers when necessary. Reading • Students will be able to find out specific information in the text to answer the questions. • Students will be able to identify author's viewpoint. • Students will be able to match vocabulary with the correct meaning. • Students will be able to replace the synonyms/ antonyms in text. Writing • Students will be able to write an essay on the effects of superstitions and blind beliefs on social life. • Students will be able to use linking words in their writings.	
18	18–22 Ocak	4	5		Listening • Students will be able to listen to an authentic audio script such as a radio programme to fill in the table with different beliefs and superstitions in different countries. • Students will be able to listen to a song and complete the gaps in the lyrics. Pronunciation • Students will be able to practice reduction of auxiliaries in questions. Speaking • Students will be able to search superstitions all around the world through internet to report. • Students will be able to discuss whether the given superstitions are blind belief or make sense. • Students will be able to discuss about the reasons why people believe superstitions. • Students will be able to use fillers when necessary. Reading • Students will be able to find out specific information in the text to answer the questions. • Students will be able to identify author's viewpoint. • Students will be able to match vocabulary with the correct meaning. • Students will be able to replace the synonyms/ antonyms in text. Writing • Students will be able to write an essay on the effects of superstitions and blind beliefs on social life. • Students will be able to use linking words in their writings.	
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	4	6		Listening • Students will be able to catch the specific information in the recorded text. • Students will be able to put the events into chronological order after listening. Pronunciation • Students will be able to practice sentence intonation and stress. Speaking • Students will be able to narrate mysterious events they've heard/ lived. • Students will be able to comment on photographs related to mysterious events. • Students will be able to take roles in a murder mystery game by working together to discover the identity of the murderer and motive for the murder. • Students will be able to use expressions to make a summary of their own speech. Reading • Students will be able to find out general and specific information in the text. • Students will be able to guess the meaning of unknown words by using context. • Students will be able to complete the sentences with the prepositions in the text. • Students will be able to identify defining and nondefining information about events, people or places. Writing • Students will be able to write a mystery event that they have read or seen on TV or their own mysteries. • Students will be able to use subordinating conjunctions to combine sentences.	
20	15–19 Şubat	4	6		Listening • Students will be able to catch the specific information in the recorded text. • Students will be able to put the events into chronological order after listening.	

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					Pronunciation • Students will be able to practice sentence intonation and stress. Speaking • Students will be able to narrate mysterious events they've heard/ lived. • Students will be able to comment on photographs related to mysterious events. • Students will be able to take roles in a murder mystery game by working together to discover the identity of the murderer and motive for the murder. • Students will be able to use expressions to make a summary of their own speech. Reading • Students will be able to find out general and specific information in the text. • Students will be able to guess the meaning of unknown words by using context. • Students will be able to complete the sentences with the prepositions in the text. • Students will be able to identify defining and nondefining information about events, people or places. Writing • Students will be able to write a mystery event that they have read or seen on TV or their own mysteries. • Students will be able to use subordinating conjunctions to combine sentences.	
21	22–26 Şubat	4	6		Listening • Students will be able to catch the specific information in the recorded text. • Students will be able to put the events into chronological order after listening. Pronunciation • Students will be able to practice sentence intonation and stress. Speaking • Students will be able to narrate mysterious events they've heard/ lived. • Students will be able to comment on photographs related to mysterious events. • Students will be able to take roles in a murder mystery game by working together to discover the identity of the murderer and motive for the murder. • Students will be able to use expressions to make a summary of their own speech. Reading • Students will be able to find out general and specific information in the text. • Students will be able to guess the meaning of unknown words by using context. • Students will be able to complete the sentences with the prepositions in the text. • Students will be able to identify defining and nondefining information about events, people or places. Writing • Students will be able to write a mystery event that they have read or seen on TV or their own mysteries. • Students will be able to use subordinating conjunctions to combine sentences.	
22	1–5 Mart	4	6		Listening • Students will be able to catch the specific information in the recorded text. • Students will be able to put the events into chronological order after listening. Pronunciation • Students will be able to practice sentence intonation and stress. Speaking • Students will be able to narrate mysterious events they've heard/ lived. • Students will be able to comment on photographs related to mysterious events. • Students will be able to take roles in a murder mystery game by working together to discover the identity of the murderer and motive for the murder. • Students will be able to use expressions to make a summary of their own speech. Reading • Students will be able to find out general and specific information in the text. • Students will be able to guess the meaning of unknown words by using context. • Students will be able to complete the sentences with the prepositions in the text. • Students will be able to identify defining and nondefining information about events, people or places. Writing • Students will be able to write a mystery event that they have read or seen on TV or their own mysteries. • Students will be able to use subordinating conjunctions to combine sentences.	

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	8–12 Mart		2. dönem ara tatili			
23	15–19 Mart	4	7		Listening • Students will be able to complete a monthly expenditure chart of people. • Students will be able to compare monthly expenditures of people by looking at the charts. Pronunciation • Students will be able to practice sentence stress. Speaking • Students will be able to give suggestions to financial problems and budget management to their friends. • Students will be able to talk about taking on new responsibilities. • Students will be able to request specific information from a bank talking face to face or on the phone. • Students will be able to talk about their monthly budget in the class. Reading • Students will be able to read a text/dialogue to find out an economist's suggestions for the financial problems of people. • Students will be able to read an article to make a judgement. • Students will be able to find out the meanings of idioms and expressions about money in the text such as color of someone's money, money from home, front money, flat broke. • Students will be able to change the forms of the words in the text to make meaningful sentences such as bankrupt-bankruptcy, account- accountable - accountant. Writing • Students will be able to draw a monthly budget table of their families. • Students will be able to write a paragraph about their responsibilities at home and at school.	
24	22–26 Mart	4	7		Listening • Students will be able to complete a monthly expenditure chart of people. • Students will be able to compare monthly expenditures of people by looking at the charts. Pronunciation • Students will be able to practice sentence stress. Speaking • Students will be able to give suggestions to financial problems and budget management to their friends. • Students will be able to talk about taking on new responsibilities. • Students will be able to request specific information from a bank talking face to face or on the phone. • Students will be able to talk about their monthly budget in the class. Reading • Students will be able to read a text/dialogue to find out an economist's suggestions for the financial problems of people. • Students will be able to read an article to make a judgement. • Students will be able to find out the meanings of idioms and expressions about money in the text such as color of someone's money, money from home, front money, flat broke. • Students will be able to change the forms of the words in the text to make meaningful sentences such as bankrupt-bankruptcy, account- accountable - accountant. Writing • Students will be able to draw a monthly budget table of their families. • Students will be able to write a paragraph about their responsibilities at home and at school.	
25	29 Mart – 2 Nisan	4	7		Listening • Students will be able to complete a monthly expenditure chart of people. • Students will be able to compare monthly expenditures of people by looking at the charts. Pronunciation • Students will be able to practice sentence stress. Speaking • Students will be able to give suggestions to financial problems and budget management to their friends. • Students will be able to talk about taking on new responsibilities. • Students will be able to request specific information from a bank talking face to face or on the phone. • Students will be able to talk about their monthly budget in the class. Reading	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to read a text/dialogue to find out an economist's suggestions for the financial problems of people. • Students will be able to read an article to make a judgement. • Students will be able to find out the meanings of idioms and expressions about money in the text such as color of someone's money, money from home, front money, flat broke. • Students will be able to change the forms of the words in the text to make meaningful sentences such as bankrupt-bankruptcy, account- accountable - accountant. Writing • Students will be able to draw a monthly budget table of their families. • Students will be able to write a paragraph about their responsibilities at home and at school.	
26	5–9 Nisan	2	7 8		Listening • Students will be able to complete a monthly expenditure chart of people. • Students will be able to compare monthly expenditures of people by looking at the charts. Pronunciation • Students will be able to practice sentence stress. Speaking • Students will be able to give suggestions to financial problems and budget management to their friends. • Students will be able to talk about taking on new responsibilities. • Students will be able to request specific information from a bank talking face to face or on the phone. • Students will be able to talk about their monthly budget in the class. Reading • Students will be able to read a text/dialogue to find out an economist's suggestions for the financial problems of people. • Students will be able to read an article to make a judgement. • Students will be able to find out the meanings of idioms and expressions about money in the text such as color of someone's money, money from home, front money, flat broke. • Students will be able to change the forms of the words in the text to make meaningful sentences such as bankrupt-bankruptcy, account- accountable - accountant. Writing • Students will be able to draw a monthly budget table of their families. • Students will be able to write a paragraph about their responsibilities at home and at school. Listening • Students will be able to listen to the news about disasters on the radio or TV to find out what the disaster is. • Students will be able to find out information from a recorded or live audio to complete a real-life task about disasters. Pronunciation • Students will be able to use sentence stress appropriately. Speaking • Students will be able to describe a scene of a disaster. • Students will be able to talk about what natural disasters frequently struck Turkey. • Students will be able to talk about how to prevent human made disasters. • Students will be able to talk about respect to the nature and environment. • Students will be able to reminisce about past disasters. Reading • Students will be able to read an authentic text/ news to identify the disasters and results. • Students will be able to complete a dialogue/ text using phrasal verbs such as blow away, fall down, flood out. • Students will be able to categorise manmade and natural disasters in the text. • Students will be able to identify participles in the text. • Students will be able to identify passive actions in the text. Writing • Students will be able to write a narrative essay on the impact of a natural disaster on a people by following the essential steps of narrative essay. • Students will be able to use participles in their writings.	
27	12–16 Nisan	4	8		Listening	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to listen to the news about disasters on the radio or TV to find out what the disaster is. • Students will be able to find out information from a recorded or live audio to complete a real-life task about disasters. Pronunciation • Students will be able to use sentence stress appropriately. Speaking • Students will be able to describe a scene of a disaster. • Students will be able to talk about what natural disasters frequently struck Turkey. • Students will be able to talk about how to prevent human made disasters. • Students will be able to talk about respect to the nature and environment. • Students will be able to reminisce about past disasters. Reading • Students will be able to read an authentic text/ news to identify the disasters and results. • Students will be able to complete a dialogue/ text using phrasal verbs such as blow away, fall down, flood out. • Students will be able to categorise manmade and natural disasters in the text. • Students will be able to identify participles in the text. • Students will be able to identify passive actions in the text. Writing • Students will be able to write a narrative essay on the impact of a natural disaster on a people by following the essential steps of narrative essay. • Students will be able to use participles in their writings.	
28	19–23 Nisan	4	8		Listening • Students will be able to listen to the news about disasters on the radio or TV to find out what the disaster is. • Students will be able to find out information from a recorded or live audio to complete a real-life task about disasters. Pronunciation • Students will be able to use sentence stress appropriately. Speaking • Students will be able to describe a scene of a disaster. • Students will be able to talk about what natural disasters frequently struck Turkey. • Students will be able to talk about how to prevent human made disasters. • Students will be able to talk about respect to the nature and environment. • Students will be able to reminisce about past disasters. Reading • Students will be able to read an authentic text/ news to identify the disasters and results. • Students will be able to complete a dialogue/ text using phrasal verbs such as blow away, fall down, flood out. • Students will be able to categorise manmade and natural disasters in the text. • Students will be able to identify participles in the text. • Students will be able to identify passive actions in the text. Writing • Students will be able to write a narrative essay on the impact of a natural disaster on a people by following the essential steps of narrative essay. • Students will be able to use participles in their writings.	
29	26–30 Nisan	4	8		Listening • Students will be able to listen to the news about disasters on the radio or TV to find out what the disaster is. • Students will be able to find out information from a recorded or live audio to complete a real-life task about disasters. Pronunciation • Students will be able to use sentence stress appropriately. Speaking • Students will be able to describe a scene of a disaster. • Students will be able to talk about what natural disasters frequently struck Turkey. • Students will be able to talk about how to prevent human made disasters. • Students will be able to talk about respect to the nature and environment.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to reminisce about past disasters. Reading • Students will be able to read an authentic text/ news to identify the disasters and results. • Students will be able to complete a dialogue/ text using phrasal verbs such as blow away, fall down, flood out. • Students will be able to categorise manmade and natural disasters in the text. • Students will be able to identify participles in the text. • Students will be able to identify passive actions in the text. Writing • Students will be able to write a narrative essay on the impact of a natural disaster on a people by following the essential steps of narrative essay. • Students will be able to use participles in their writings.	
30	3–7 Mayıs	4	9		Listening • Students will be able to match the pictures with the vocabulary related to renewable energy before listening. • Students will be able to listen to an expert to make a list about kinds of renewable energy sources. Pronunciation • Students will be able to use sentence stress correctly. Speaking • Students will be able to search renewable energy sources hydropower, wind and geothermal energy in the world to share with their friend. • Students will be able to explain general ways to save energy at a personal, community and global level. • Students will be able to use gerund and infinitive in their speech. Reading • Students will be able to skim texts about awareness of current worldwide- renewable energy sources and usage to get the main idea. • Students will be able to answer multiple choice questions related to the text. • Students will be able to use word analysis (prefix, suffix) and vocabulary skills to increase comprehension and fluency such as source-resource, consume-consumption. • Students will be able to identify phrasal verbs related to the topic. Writing • Students will be able to write an article about the benefits and disadvantages of using renewable sources by using expressions about justifying opinions. • Students will be able to use transitional expressions in their writings such as but, however, in spite of, clearly then, on the one hand, thus, nevertheless, nonetheless, notwithstanding, on the contrary, similarly, also, in the same manner.	
31	10–14 Mayıs	4	9		Listening • Students will be able to match the pictures with the vocabulary related to renewable energy before listening. • Students will be able to listen to an expert to make a list about kinds of renewable energy sources. Pronunciation • Students will be able to use sentence stress correctly. Speaking • Students will be able to search renewable energy sources hydropower, wind and geothermal energy in the world to share with their friend. • Students will be able to explain general ways to save energy at a personal, community and global level. • Students will be able to use gerund and infinitive in their speech. Reading • Students will be able to skim texts about awareness of current worldwide- renewable energy sources and usage to get the main idea. • Students will be able to answer multiple choice questions related to the text. • Students will be able to use word analysis (prefix, suffix) and vocabulary skills to increase comprehension and fluency such as source-resource, consume-consumption. • Students will be able to identify phrasal verbs related to the topic. Writing • Students will be able to write an article about the benefits and disadvantages of using renewable sources by using expressions about justifying opinions.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to use transitional expressions in their writings such as but, however, in spite of, clearly then, on the one hand, thus, nevertheless, nonetheless, notwithstanding, on the contrary, similarly, also, in the same manner.	
32	17–21 Mayıs	4	9		Listening • Students will be able to match the pictures with the vocabulary related to renewable energy before listening. • Students will be able to listen to an expert to make a list about kinds of renewable energy sources. Pronunciation • Students will be able to use sentence stress correctly. Speaking • Students will be able to search renewable energy sources hydropower, wind and geothermal energy in the world to share with their friend. • Students will be able to explain general ways to save energy at a personal, community and global level. • Students will be able to use gerund and infinitive in their speech. Reading • Students will be able to skim texts about awareness of current worldwide- renewable energy sources and usage to get the main idea. • Students will be able to answer multiple choice questions related to the text. • Students will be able to use word analysis (prefix, suffix) and vocabulary skills to increase comprehension and fluency such as source-resource, consume-consumption. • Students will be able to identify phrasal verbs related to the topic. Writing • Students will be able to write an article about the benefits and disadvantages of using renewable sources by using expressions about justifying opinions. • Students will be able to use transitional expressions in their writings such as but, however, in spite of, clearly then, on the one hand, thus, nevertheless, nonetheless, notwithstanding, on the contrary, similarly, also, in the same manner.	
33	24–28 Mayıs	2	9 10		Listening • Students will be able to match the pictures with the vocabulary related to renewable energy before listening. • Students will be able to listen to an expert to make a list about kinds of renewable energy sources. Pronunciation • Students will be able to use sentence stress correctly. Speaking • Students will be able to search renewable energy sources hydropower, wind and geothermal energy in the world to share with their friend. • Students will be able to explain general ways to save energy at a personal, community and global level. • Students will be able to use gerund and infinitive in their speech. Reading • Students will be able to skim texts about awareness of current worldwide- renewable energy sources and usage to get the main idea. • Students will be able to answer multiple choice questions related to the text. • Students will be able to use word analysis (prefix, suffix) and vocabulary skills to increase comprehension and fluency such as source-resource, consume-consumption. • Students will be able to identify phrasal verbs related to the topic. Writing • Students will be able to write an article about the benefits and disadvantages of using renewable sources by using expressions about justifying opinions. • Students will be able to use transitional expressions in their writings such as but, however, in spite of, clearly then, on the one hand, thus, nevertheless, nonetheless, notwithstanding, on the contrary, similarly, also, in the same manner. Listening • Students will be able to label the photos with the correct types of art before listening. • Students will be able to find out general and specific information on TV programs or films. Pronunciation • Students will be able to practice homophones, homonyms, homographs.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					Speaking • Students will be able to talk about various types of art. • Students will be able to comment on masterpiece of an artist. • Students will be able to talk about music festivals in their cities or country. • Students will be able to use deductions while talking about works of art. Reading • Students will be able to identify psychological effects of fine arts on people in the text. • Students will be able to read a text on art to evaluate the details. • Students will be able to identify homophones, homonyms and homographs in the text. Writing • Students will be able to write an essay about art types such as street, recycled, photography, sculpting, digital arts. • Students will be able to use linking words.	
34	31 Mayıs – 4 Haziran	4	10		Listening • Students will be able to label the photos with the correct types of art before listening. • Students will be able to find out general and specific information on TV programs or films. Pronunciation • Students will be able to practice homophones, homonyms, homographs. Speaking • Students will be able to talk about various types of art. • Students will be able to comment on masterpiece of an artist. • Students will be able to talk about music festivals in their cities or country. • Students will be able to use deductions while talking about works of art. Reading • Students will be able to identify psychological effects of fine arts on people in the text. • Students will be able to read a text on art to evaluate the details. • Students will be able to identify homophones, homonyms and homographs in the text. Writing • Students will be able to write an essay about art types such as street, recycled, photography, sculpting, digital arts. • Students will be able to use linking words.	
35	7–11 Haziran	4	10		Listening • Students will be able to label the photos with the correct types of art before listening. • Students will be able to find out general and specific information on TV programs or films. Pronunciation • Students will be able to practice homophones, homonyms, homographs. Speaking • Students will be able to talk about various types of art. • Students will be able to comment on masterpiece of an artist. • Students will be able to talk about music festivals in their cities or country. • Students will be able to use deductions while talking about works of art. Reading • Students will be able to identify psychological effects of fine arts on people in the text. • Students will be able to read a text on art to evaluate the details. • Students will be able to identify homophones, homonyms and homographs in the text. Writing • Students will be able to write an essay about art types such as street, recycled, photography, sculpting, digital arts. • Students will be able to use linking words.	
36	14–18 Haziran	4	10		Listening • Students will be able to label the photos with the correct types of art before listening. • Students will be able to find out general and specific information on TV programs or films. Pronunciation • Students will be able to practice homophones, homonyms, homographs. Speaking • Students will be able to talk about various types of art.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
					• Students will be able to comment on masterpiece of an artist. • Students will be able to talk about music festivals in their cities or country. • Students will be able to use deductions while talking about works of art. Reading • Students will be able to identify psychological effects of fine arts on people in the text. • Students will be able to read a text on art to evaluate the details. • Students will be able to identify homophones, homonyms and homographs in the text. Writing • Students will be able to write an essay about art types such as street, recycled, photography, sculpting, digital arts. • Students will be able to use linking words.	
37	21–25 Haziran		(Sosyal etkinlik)			

Kaynak: MEB İNGİLİZCE - 2026-2027 HAZIRLIK SINIFI BULUNAN LİSELER TASLAK YILLIK PLAN.xlsx (12.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.