2026-2027 Eğitim-Öğretim Yılı · İngilizce 2. sınıf Çerçeve Yıllık Planı

Haftalık 2 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	2	Orıentatıon			15 July, Democracy and National Unity Day Primary Education Week
2	21–25 Eylül	2	Theme 1: School Lıfe	Sub-themes: Greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations Target Vocabulary in Use (with revisional vocabulary): People in the school: A teacher, a pupil (pupil), a headmaster/ headmistress (principal-AmE.), a friend, a boy, a girl, a kid. Places in the school: A classroom, a lunch hall (lunchroom), a canteen, a library, a sports hall, a garden, a playground, a teacher's room. Target Language Chunks in Use: Language Chunks ("To be-present"): What's/is it/this? It's/is a/an… Function: Asking what things and places are. Language Chunks ("To be-present"): Who's she/ he? She's Mr Aras. He's my English teacher. This is Mr/Mrs/Miss Hopkins. She/He is a teacher/ headmaster., etc. Where is she? She is in the garden. Function: Introductions and telling names. Preposition: in. Language Chunks ("To be-present"): What's your name? I'm/ am… / My name is… Function: Introductions, asking and telling	**ENG.2.1.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.L2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" together with key details and main components while listening/watching it. **ENG.2.1.L3** Pupils can make meaning of/derive meaning from the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through details by listening/ watching it carefully. **ENG.2.1.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" in a very simple way. **ENG.2.1.P1** Pupils can select and use the target phonological elements of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.1.R1** Pupils can get ready for the reading-comprehension process about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.R2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.1.R3** Pupils can make meaning of/derive meaning from the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" by reading it carefully. **ENG.2.1.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the readingcomprehension process about the current content, "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.V1** Pupils can select and use the target vocabulary of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.G1** Pupils can select and use the language including target grammatical elements of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.W1** Pupils can get ready for the writing-expression process about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" in an age- and level-appropriate way. **ENG.2.1.W2** Pupils can copy the model/example on the writing task about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" based on the model/example provided to practise for further writing activities. **ENG.2.1.W3** Pupils can organise and form a content for the assigned writing task on the current content "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" based on the model/example provided.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a school picture or make a cardboard model and stick the pictures of models of some places and people in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics. 26 September, Turkish Language Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				names. Language Chunks (Imperatives): Come here, please. Function: Giving commands, making requests (polite or firm) and giving instructions or directions. Language Chunks ("To be-present"): What day of the week is it? What day is it today? It's/is Monday today. Function: Asking and answering days of the week. Personal Pronouns: I, he, she, it, we, you, they. Function: Referring to the speaker as the subject. Demonstrative pronoun: This. Function: Referring to something specific that is close to the speaker in space, time, or context. WH-question words: What, who, where. Function: Asking what a thing is, who a person is. Greetings: Good morning! Hello!, Hi!.. How are you? I'm fine, thanks! And you? Target Social Language in Use: Excuse me!, Sorry!, That's OK!, Sure! Goodbye!, Bye!, See you tomorrow!, Hurray!, Welcome!, Well done!, Thank you!, Nice!, Really!, That's great!, Let's start!, Look!, Good morning everybody!, Can I sit here?, Nice to meet ycou! Target Phonological Sounds in Use: a, b Vowel a: a: (/ae/, /aeɪ/, /ə/, /a:/, /e⍰ /, ɑ́:/, /a/, /⍰ ⍰ /ɛ̞ɐ́/)	**ENG.2.1.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" to communicate with other people. **ENG.2.1.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.S1** Pupils can get ready for speaking-expression process about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" with the help of supplementary audio-visual materials. **ENG.2.1.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.S3** Pupils can organise simple new verbal content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" by speaking accurately, efficiently, and authentically. **ENG.2.1.S4** Pupils can form a simple new verbal content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.1.S5** Pupils can reorganise and use information about the current theme on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" by reconstructing it to communicate with other people. **ENG.2.1.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Consonant: b b: (/b/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
3	28 Eylül – 2 Ekim	2	Theme 1: School Lıfe	Sub-themes: Greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations Target Vocabulary in Use (with revisional vocabulary): People in the school: A teacher, a pupil (pupil), a headmaster/ headmistress (principal-AmE.), a friend, a boy, a girl, a kid. Places in the school: A classroom, a lunch hall (lunchroom), a canteen, a library, a sports hall, a garden, a playground, a teacher's room. Target Language Chunks in Use: Language Chunks ("To be-present"): What's/is it/this? It's/is a/an… Function: Asking what things and places are. Language Chunks ("To be-present"): Who's she/ he? She's Mr Aras. He's my English teacher. This is Mr/Mrs/Miss Hopkins. She/He is a teacher/ headmaster., etc. Where is she? She is in the garden. Function: Introductions and telling names. Preposition: in. Language Chunks ("To be-present"): What's your name? I'm/ am… / My	**ENG.2.1.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.L2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" together with key details and main components while listening/watching it. **ENG.2.1.L3** Pupils can make meaning of/derive meaning from the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through details by listening/ watching it carefully. **ENG.2.1.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" in a very simple way. **ENG.2.1.P1** Pupils can select and use the target phonological elements of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.1.R1** Pupils can get ready for the reading-comprehension process about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.R2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.1.R3** Pupils can make meaning of/derive meaning from the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" by reading it carefully. **ENG.2.1.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the readingcomprehension process about the current content, "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.V1** Pupils can select and use the target vocabulary of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.G1** Pupils can select and use the language including target grammatical elements of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.W1** Pupils can get ready for the writing-expression process about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" in an age- and level-appropriate way. **ENG.2.1.W2** Pupils can copy the model/example on the writing task about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" based on the model/example provided to practise for further writing activities.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a school picture or make a cardboard model and stick the pictures of models of some places and people in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				name is… Function: Introductions, asking and telling names. Language Chunks (Imperatives): Come here, please. Function: Giving commands, making requests (polite or firm) and giving instructions or directions. Language Chunks (“To be-present”): What day of the week is it? What day is it today? It’s/is Monday today. Function: Asking and answering days of the week. Personal Pronouns: I, he, she, it, we, you, they. Function: Referring to the speaker as the subject. Demonstrative pronoun: This. Function: Referring to something specific that is close to the speaker in space, time, or context. WH-question words: What, who, where. Function: Asking what a thing is, who a person is. Greetings: Good morning! Hello!, Hi!.. How are you? I’m fine, thanks! And you? Target Social Language in Use: Excuse me!, Sorry!, That’s OK!, Sure! Goodbye!, Bye!, See you tomorrow!, Hurray!, Welcome!, Well done!, Thank you!, Nice!, Really!, That’s great!, Let’s start!, Look!, Good morning everybody!, Can I sit here?, Nice to meet ycou! Target Phonological Sounds in Use: a, b	**ENG.2.1.W3** Pupils can organise and form a content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” based on the model/example provided. **ENG.2.1.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”. **ENG.2.1.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” to communicate with other people. **ENG.2.1.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.S1** Pupils can get ready for speaking-expression process about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” with the help of supplementary audio-visual materials. **ENG.2.1.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”. **ENG.2.1.S3** Pupils can organise simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.2.1.S4** Pupils can form a simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.1.S5** Pupils can reorganise and use information about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by reconstructing it to communicate with other people. **ENG.2.1.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vowel a: a: (/ae/, /aeɪ/, /ə/, /a:/, /e□ /, /a:/, /a/, /□ □ /e/) Consonant: b b: (/b/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
4	5–9 Ekim	2	Theme 1: School Lıfe	Sub-themes: Greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations Target Vocabulary in Use (with revisional vocabulary): People in the school: A teacher, a pupil (pupil), a headmaster/ headmistress (principal-AmE.), a friend, a boy, a girl, a kid. Places in the school: A classroom, a lunch hall (lunchroom), a canteen, a library, a sports hall, a garden, a playground, a teacher's room. Target Language Chunks in Use: Language Chunks ("To be-present"): What's/is it/this? It's/is a/an… Function: Asking what things and places are. Language Chunks ("To be-present"): Who's she/ he? She's Mr Aras. He's my English teacher. This is Mr/Mrs/Miss Hopkins. She/He is a teacher/ headmaster., etc. Where is she? She is in the garden. Function: Introductions and telling names. Preposition: in.	**ENG.2.1.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.L2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" together with key details and main components while listening/watching it. **ENG.2.1.L3** Pupils can make meaning of/derive meaning from the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through details by listening/ watching it carefully. **ENG.2.1.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" in a very simple way. **ENG.2.1.P1** Pupils can select and use the target phonological elements of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.1.R1** Pupils can get ready for the reading-comprehension process about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.R2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.1.R3** Pupils can make meaning of/derive meaning from the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" by reading it carefully. **ENG.2.1.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the readingcomprehension process about the current content, "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.V1** Pupils can select and use the target vocabulary of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.G1** Pupils can select and use the language including target grammatical elements of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.W1** Pupils can get ready for the writing-expression process about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" in an age- and level-appropriate way.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a school picture or make a cardboard model and stick the pictures of models of some places and people in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Language Chunks (“To be-present”): What’s your name? I’m/ am… / My name is… Function: Introductions, asking and telling names. Language Chunks (Imperatives): Come here, please. Function: Giving commands, making requests (polite or firm) and giving instructions or directions. Language Chunks (“To be-present”): What day of the week is it? What day is it today? It’s/is Monday today. Function: Asking and answering days of the week. Personal Pronouns: I, he, she, it, we, you, they. Function: Referring to the speaker as the subject. Demonstrative pronoun: This. Function: Referring to something specific that is close to the speaker in space, time, or context. WH-question words: What, who, where. Function: Asking what a thing is, who a person is. Greetings: Good morning! Hello!, Hi!.. How are you? I’m fine, thanks! And you? Target Social Language in Use: Excuse me!, Sorry!, That’s OK!, Sure! Goodbye!, Bye!, See you tomorrow!, Hurray!, Welcome!, Well done!, Thank you!, Nice!, Really!, That’s great!, Let’s start!, Look!, Good morning everybody!, Can I sit here?, Nice to meet ycou!	**ENG.2.1.W2** Pupils can copy the model/example on the writing task about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” based on the model/example provided to practise for further writing activities. **ENG.2.1.W3** Pupils can organise and form a content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” based on the model/example provided. **ENG.2.1.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”. **ENG.2.1.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” to communicate with other people. **ENG.2.1.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.S1** Pupils can get ready for speaking-expression process about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” with the help of supplementary audio-visual materials. **ENG.2.1.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”. **ENG.2.1.S3** Pupils can organise simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.2.1.S4** Pupils can form a simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.1.S5** Pupils can reorganise and use information about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by reconstructing it to communicate with other people. **ENG.2.1.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Phonological Sounds in Use: a, b Vowel a: a: (/ae/, /aeɪ/, /ə/, /a:/, /e⍰ /, ɑ̸:/, /a/, /⍰ ⍰ /e̸ə̸/) Consonant: b b: (/b/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
5	12–16 Ekim	2	Theme 1: School Lıfe	Sub-themes: Greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations Target Vocabulary in Use (with revisional vocabulary): People in the school: A teacher, a pupil (pupil), a headmaster/ headmistress (principal-AmE.), a friend, a boy, a girl, a kid. Places in the school: A classroom, a lunch hall (lunchroom), a canteen, a library, a sports hall, a garden, a playground, a teacher's room. Target Language Chunks in Use: Language Chunks ("To be-present"): What's/is it/this? It's/is a/an… Function: Asking what things and places are. Language Chunks ("To be-present"): Who's she/ he? She's Mr Aras. He's my English teacher. This is Mr/Mrs/Miss Hopkins. She/He is a teacher/ headmaster., etc. Where is she? She is in the garden.	**ENG.2.1.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.L2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" together with key details and main components while listening/watching it. **ENG.2.1.L3** Pupils can make meaning of/derive meaning from the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through details by listening/ watching it carefully. **ENG.2.1.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" in a very simple way. **ENG.2.1.P1** Pupils can select and use the target phonological elements of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.1.R1** Pupils can get ready for the reading-comprehension process about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.R2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.1.R3** Pupils can make meaning of/derive meaning from the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" by reading it carefully. **ENG.2.1.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the readingcomprehension process about the current content, "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.V1** Pupils can select and use the target vocabulary of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.G1** Pupils can select and use the language including target grammatical elements of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.W1** Pupils can get ready for the writing-expression process about the current content on "greetings and	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a school picture or make a cardboard model and stick the pictures of models of some places and people in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Function: Introductions and telling names. Preposition: in. Language Chunks (“To be-present”): What’s your name? I’m/ am… / My name is… Function: Introductions, asking and telling names. Language Chunks (Imperatives): Come here, please. Function: Giving commands, making requests (polite or firm) and giving instructions or directions. Language Chunks (“To be-present”): What day of the week is it? What day is it today? It’s/is Monday today. Function: Asking and answering days of the week. Personal Pronouns: I, he, she, it, we, you, they. Function: Referring to the speaker as the subject. Demonstrative pronoun: This. Function: Referring to something specific that is close to the speaker in space, time, or context. WH-question words: What, who, where. Function: Asking what a thing is, who a person is. Greetings: Good morning! Hello!, Hi!.. How are you? I’m fine, thanks! And you? Target Social Language in Use: Excuse me!, Sorry!, That’s OK!, Sure! Goodbye!, Bye!, See you tomorrow!, Hurray!, Welcome!, Well done!, Thank you!, Nice!, Really!, That’s great!, Let’s start!, Look!, Good morning	introductions at school; people and places at school; days of the week; national days and celebrations” in an age- and level-appropriate way. **ENG.2.1.W2** Pupils can copy the model/example on the writing task about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” based on the model/example provided to practise for further writing activities. **ENG.2.1.W3** Pupils can organise and form a content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” based on the model/example provided. **ENG.2.1.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”. **ENG.2.1.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” to communicate with other people. **ENG.2.1.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.S1** Pupils can get ready for speaking-expression process about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” with the help of supplementary audio-visual materials. **ENG.2.1.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”. **ENG.2.1.S3** Pupils can organise simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.2.1.S4** Pupils can form a simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.1.S5** Pupils can reorganise and use information about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by reconstructing it to communicate with other people. **ENG.2.1.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				everybody!, Can I sit here?, Nice to meet ycou! Target Phonological Sounds in Use: a, b Vowel a: a: (/ae/, /aeɪ/, /ə/, /a:/, /e□ /, /ɑ̸:/, /a/, /□ □ /e̸ə̸/) Consonant: b b: (/b/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
6	19–23 Ekim	2	Theme 1: School Lıfe	Sub-themes: Greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations Target Vocabulary in Use (with revisional vocabulary): People in the school: A teacher, a pupil (pupil), a headmaster/ headmistress (principal-AmE.), a friend, a boy, a girl, a kid. Places in the school: A classroom, a lunch hall (lunchroom), a canteen, a library, a sports hall, a garden, a playground, a teacher's room. Target Language Chunks in Use: Language Chunks ("To be-present"): What's/is it/this? It's/is a/an… Function: Asking what things and places are. Language Chunks ("To be-present"): Who's she/ he? She's Mr Aras. He's my English teacher. This is Mr/Mrs/Miss Hopkins. She/He is a teacher/	**ENG.2.1.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.L2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" together with key details and main components while listening/watching it. **ENG.2.1.L3** Pupils can make meaning of/derive meaning from the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through details by listening/ watching it carefully. **ENG.2.1.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" in a very simple way. **ENG.2.1.P1** Pupils can select and use the target phonological elements of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.1.R1** Pupils can get ready for the reading-comprehension process about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.R2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.1.R3** Pupils can make meaning of/derive meaning from the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" by reading it carefully. **ENG.2.1.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the readingcomprehension process about the current content, "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.V1** Pupils can select and use the target vocabulary of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.G1** Pupils can select and use the language including target grammatical elements of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a school picture or make a cardboard model and stick the pictures of models of some places and people in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				headmaster., etc. Where is she? She is in the garden. Function: Introductions and telling names. Preposition: in. Language Chunks (“To be-present”): What’s your name? I’m/ am… / My name is… Function: Introductions, asking and telling names. Language Chunks (Imperatives): Come here, please. Function: Giving commands, making requests (polite or firm) and giving instructions or directions. Language Chunks (“To be-present”): What day of the week is it? What day is it today? It’s/is Monday today. Function: Asking and answering days of the week. Personal Pronouns: I, he, she, it, we, you, they. Function: Referring to the speaker as the subject. Demonstrative pronoun: This. Function: Referring to something specific that is close to the speaker in space, time, or context. WH-question words: What, who, where. Function: Asking what a thing is, who a person is. Greetings: Good morning! Hello!, Hi!.. How are you? I’m fine, thanks! And you? Target Social Language in Use: Excuse me!, Sorry!, That’s OK!, Sure! Goodbye!, Bye!, See you tomorrow!, Hurray!, Welcome!, Well done!,	celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.W1** Pupils can get ready for the writing-expression process about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” in an age- and level-appropriate way. **ENG.2.1.W2** Pupils can copy the model/example on the writing task about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” based on the model/example provided to practise for further writing activities. **ENG.2.1.W3** Pupils can organise and form a content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” based on the model/example provided. **ENG.2.1.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”. **ENG.2.1.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” to communicate with other people. **ENG.2.1.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.S1** Pupils can get ready for speaking-expression process about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” with the help of supplementary audio-visual materials. **ENG.2.1.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”. **ENG.2.1.S3** Pupils can organise simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.2.1.S4** Pupils can form a simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.1.S5** Pupils can reorganise and use information about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by reconstructing it to communicate with other people. **ENG.2.1.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Thank you!, Nice!, Really!, That's great!, Let's start!, Look!, Good morning everybody!, Can I sit here?, Nice to meet ycou! Target Phonological Sounds in Use: a, b Vowel a: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɑ:/, /a/, / /ɐɒ/) Consonant: b b: (/b/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
7	26–30 Ekim	2	Theme 1: School Lıfe	Sub-themes: Greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations Target Vocabulary in Use (with revisional vocabulary): People in the school: A teacher, a pupil (pupil), a headmaster/ headmistress (principal-AmE.), a friend, a boy, a girl, a kid. Places in the school: A classroom, a lunch hall (lunchroom), a canteen, a library, a sports hall, a garden, a playground, a teacher's room. Target Language Chunks in Use: Language Chunks ("To be-present"): What's/is it/this? It's/is a/an… Function: Asking what things and places are. Language Chunks ("To be-present"): Who's she/ he? She's Mr Aras. He's	**ENG.2.1.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.L2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" together with key details and main components while listening/watching it. **ENG.2.1.L3** Pupils can make meaning of/derive meaning from the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through details by listening/ watching it carefully. **ENG.2.1.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" in a very simple way. **ENG.2.1.P1** Pupils can select and use the target phonological elements of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.1.R1** Pupils can get ready for the reading-comprehension process about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations". **ENG.2.1.R2** Pupils can bring information about the current content on "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.1.R3** Pupils can make meaning of/derive meaning from the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" by reading it carefully. **ENG.2.1.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the readingcomprehension process about the current content, "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.V1** Pupils can select and use the target vocabulary of the current content about "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" accurately,	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a school picture or make a cardboard model and stick the pictures of models of some places and people in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics. 29 October, Republic Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				my English teacher. This is Mr/Mrs/Miss Hopkins. She/He is a teacher/ headmaster., etc. Where is she? She is in the garden. Function: Introductions and telling names. Preposition: in. Language Chunks (“To be-present”): What’s your name? I’m/ am… / My name is… Function: Introductions, asking and telling names. Language Chunks (Imperatives): Come here, please. Function: Giving commands, making requests (polite or firm) and giving instructions or directions. Language Chunks (“To be-present”): What day of the week is it? What day is it today? It’s/is Monday today. Function: Asking and answering days of the week. Personal Pronouns: I, he, she, it, we, you, they. Function: Referring to the speaker as the subject. Demonstrative pronoun: This. Function: Referring to something specific that is close to the speaker in space, time, or context. WH-question words: What, who, where. Function: Asking what a thing is, who a person is. Greetings: Good morning! Hello!, Hi!.. How are you? I’m fine, thanks! And you? Target Social Language in Use: Excuse me!, Sorry!, That’s OK!, Sure!	authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.G1** Pupils can select and use the language including target grammatical elements of the current content about “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.1.W1** Pupils can get ready for the writing-expression process about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” in an age- and level-appropriate way. **ENG.2.1.W2** Pupils can copy the model/example on the writing task about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” based on the model/example provided to practise for further writing activities. **ENG.2.1.W3** Pupils can organise and form a content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” based on the model/example provided. **ENG.2.1.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”. **ENG.2.1.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” to communicate with other people. **ENG.2.1.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.1.S1** Pupils can get ready for speaking-expression process about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” with the help of supplementary audio-visual materials. **ENG.2.1.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”. **ENG.2.1.S3** Pupils can organise simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.2.1.S4** Pupils can form a simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations“ through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.1.S5** Pupils can reorganise and use information about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by reconstructing it to communicate with other people. **ENG.2.1.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Goodbye!, Bye!, See you tomorrow!, Hurray!, Welcome!, Well done!, Thank you!, Nice!, Really!, That's great!, Let's start!, Look!, Good morning everybody!, Can I sit here?, Nice to meet ycou! Target Phonological Sounds in Use: a, b Vowel a: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɑ:/, /a/, / /) Consonant: b b: (/b/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
8	2–6 Kasım	SCHOOL BASED PLANNING (2-6 NOVEMBER)				
9	9–13 Kasım	2	Theme 2: Classroom Lıfe	Sub-themes: Classroom instructions and language; classroom furniture, devices and objects; colours. Basic Classroom Instructions and classroom language (Not to teach as target language chunks with structural rules but to be used constantly by the teacher as meta-language): Come here, please! Look at me! Look here! Open/Close your book! Open the door, please! Close the door, please! Stand up, please! Sit down, please!	**ENG.2.2.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.L2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" together with key details and main components while listening/watching it. **ENG.2.2.L3** Pupils can make meaning of/derive meaning from the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" through details by listening/watching it carefully. **ENG.2.2.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" in a very simple way. **ENG.2.2.P1** Pupils can select and use the target phonological elements of the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.2.R1** Pupils can get ready for the reading-comprehension process about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.R2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" through skimming (looking quickly at) the audio-	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a classroom picture or make a cardboard model or a 3D digital model and stick pictures of models of some furniture and objects in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics. 10 November, Atatürk Memorial Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Listen! Be quiet, please! Repeat, please! Point to…, please! Pass the pencil/rubber etc. please! Put your pencils/rubbers etc. in the box/bag, please! Colour it, please! Draw it, please! Say… please! Look at the board, please! Raise your hand, please! Come to the board, please! Show your picture, please! Good job! Are you ready? Classroom language: Good! Well done! (Can I go to the bathroom/toilet?) Yes, you can! Here you are! Thanks! Hurry up! It's break time now! Time's up! Do you need help? Not yet! Can I come in? Can you pass the blue crayon, please? I'm sorry, I'm late. Target Vocabulary in Use (with revisional vocabulary): Classroom furniture: A desk, a table, a Smart Board, a blackboard/ whiteboard, a chair, a bookcase, a clock (classroom features: a door, a window, a wall). Classroom objects: A pencil, a coloured pencil, a rubber (an eraser-AmE.), a notebook, a book, a crayon, a pencil case, a sharpener, a (piece of) chalk, a glue, scissors. Classroom devices: A	visual elements and reading the content very quickly. **ENG.2.2.R3** Pupils can make meaning of/derive meaning from the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by reading it carefully. **ENG.2.2.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.2.V1** Pupils can select and use the target vocabulary of the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.2.G1** Pupils can select and use the language including target grammatical elements of the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.2.W1** Pupils can get ready for the writing-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" in an age- and level-appropriate way. **ENG.2.2.W2** Pupils can copy the model/example on the writing task about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" based on the model/ example provided to practise for further writing activities. **ENG.2.2.W3** Pupils can organise and form a content for the assigned writing task on the current content "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" based on the model/example provided. **ENG.2.2.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" to communicate with other people. **ENG.2.2.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.2.S1** Pupils can get ready for speaking-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" with the help of supplementary audio-visual materials. **ENG.2.2.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.S3** Pupils can organise simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by speaking accurately, efficiently, and authentically. **ENG.2.2.S4** Pupils can form a simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.2.S5** Pupils can reorganise and use information about the current theme on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by reconstructing it to communicate with other people. **ENG.2.2.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				computer, a tablet, Smart Board. Basic colours: Red, white, black, pink, blue, purple, yellow, brown, green, orange. Numbers: 1-20 The alphabet (song): *National and religious days, festivals, and celeberations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: “To be-present”: (What’s/is it? It’s/is a chair). Function: Telling names, what things are, what colour things are. “To be-present”: (What colour is it? It’s/is blue. What colour is the chair? The chair is blue. It’s blue). Function: Telling the colours of things and objects. “To be-present”: (How many chairs? Five chairs). Function: Asking the number of things, objects, and people very simply. Possessive adjectives: My, his, her, its, our, your, their. Function: Modifying a noun to show ownership and describing the object. Can for permission: (Can I go outside? Can I go to the bathroom, please? Yes, you can). Function: Asking for and giving permission. Target Social Language in Use: What’s next? Good luck! Of course! You’re right! It’s her/my/his turn! I see! Target Phonological Sounds in Use: Consonants: c, d c: (/si/, /k/); d: (/d/) *No pronunciation symbols will be provided in any material written		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
	16–20 Kasım		1. dönem ara tatili			
10	23–27 Kasım	2	Theme 2: Classroom Lıfe	Sub-themes: Classroom instructions and language; classroom furniture, devices and objects; colours. Basic Classroom Instructions and classroom language (Not to teach as target language chunks with structural rules but to be used constantly by the teacher as meta-language): Come here, please! Look at me! Look here! Open/Close your book! Open the door, please! Close the door, please! Stand up, please! Sit down, please! Listen! Be quiet, please! Repeat, please! Point to..., please! Pass the pencil/rubber etc. please! Put your pencils/rubbers etc. in the box/bag, please! Colour it, please! Draw it, please! Say... please! Look at the board, please! Raise your hand, please! Come to the board, please! Show your picture, please! Good job! Are you ready? Classroom language: Good! Well done! (Can I go to the bathroom/toilet?) Yes, you can!	**ENG.2.2.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”. **ENG.2.2.L2** Pupils can bring information about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” together with key details and main components while listening/watching it. **ENG.2.2.L3** Pupils can make meaning of/derive meaning from the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” through details by listening/watching it carefully. **ENG.2.2.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” in a very simple way. **ENG.2.2.P1** Pupils can select and use the target phonological elements of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.2.R1** Pupils can get ready for the reading-comprehension process about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”. **ENG.2.2.R2** Pupils can bring information about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.2.R3** Pupils can make meaning of/derive meaning from the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” by reading it carefully. **ENG.2.2.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.2.V1** Pupils can select and use the target vocabulary of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.2.G1** Pupils can select and use the language including target grammatical elements of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.2.W1** Pupils can get ready for the writing-expression process about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” in an age- and level-appropriate way. **ENG.2.2.W2** Pupils can copy the model/example on the writing task about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” based on the model/example provided to practise for further writing activities. **ENG.2.2.W3** Pupils can organise and form a content for the assigned writing task on the current content “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” based on the model/example provided. **ENG.2.2.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a classroom picture or make a cardboard model or a 3D digital model and stick pictures of models of some furniture and objects in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics. 20 November, Children’s Rights Day, 24 November, Teachers' Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Here you are! Thanks! Hurry up! It's break time now! Time's up! Do you need help? Not yet! Can I come in? Can you pass the blue crayon, please? I'm sorry, I'm late. Target Vocabulary in Use (with revisional vocabulary): Classroom furniture: A desk, a table, a Smart Board, a blackboard/ whiteboard, a chair, a bookcase, a clock (classroom features: a door, a window, a wall). Classroom objects: A pencil, a coloured pencil, a rubber (an eraser-AmE.), a notebook, a book, a crayon, a pencil case, a sharpener, a (piece of) chalk, a glue, scissors. Classroom devices: A computer, a tablet, Smart Board. Basic colours: Red, white, black, pink, blue, purple, yellow, brown, green, orange. Numbers: 1-20 The alphabet (song): *National and religious days, festivals, and celeberations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and	**ENG.2.2.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" to communicate with other people. **ENG.2.2.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.2.S1** Pupils can get ready for speaking-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" with the help of supplementary audio-visual materials. **ENG.2.2.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.S3** Pupils can organise simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by speaking accurately, efficiently, and authentically. **ENG.2.2.S4** Pupils can form a simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.2.S5** Pupils can reorganise and use information about the current theme on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by reconstructing it to communicate with other people. **ENG.2.2.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: "To be-present": (What's/ is it? It's/is a chair). Function: Telling names, what things are, what colour things are. "To be-present": (What colour is it? It's/is blue. What colour is the chair? The chair is blue. It's blue). Function: Telling the colours of things and objects. "To be-present": (How many chairs? Five chairs). Function: Asking the number of things,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				objects, and people very simply. Possessive adjectives: My, his, her, its, our, your, their. Function: Modifying a noun to show ownership and describing the object. Can for permission: (Can I go outside? Can I go to the bathroom, please? Yes, you can). Function: Asking for and giving permission. Target Social Language in Use: What's next? Good luck! Of course! You're right! It's her/my/his turn! I see! Target Phonological Sounds in Use: Consonants: c, d c: (/si/, /k/); d: (/d/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
11	30 Kasım – 4 Aralık	2	Theme 2: Classroom Lıfe	Sub-themes: Classroom instructions and language; classroom furniture, devices and objects; colours. Basic Classroom Instructions and classroom language (Not to teach as target language chunks with structural rules but to be used constantly by the teacher as meta-language): Come here, please! Look at me! Look here! Open/Close your book! Open the door, please! Close the door, please!	**ENG.2.2.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.L2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" together with key details and main components while listening/watching it. **ENG.2.2.L3** Pupils can make meaning of/derive meaning from the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" through details by listening/watching it carefully. **ENG.2.2.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" in a very simple way. **ENG.2.2.P1** Pupils can select and use the target phonological elements of the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.2.R1** Pupils can get ready for the reading-comprehension process about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.R2** Pupils can bring information about the current content on "classroom life with classroom instructions	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a classroom picture or make a cardboard model or a 3D digital model and stick pictures of models of some furniture and objects in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics. 3 December, International Day of Persons with Disabilities

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Stand up, please! Sit down, please! Listen! Be quiet, please! Repeat, please! Point to…, please! Pass the pencil/rubber etc. please! Put your pencils/rubbers etc. in the box/bag, please! Colour it, please! Draw it, please! Say… please! Look at the board, please! Raise your hand, please! Come to the board, please! Show your picture, please! Good job! Are you ready? Classroom language: Good! Well done! (Can I go to the bathroom/toilet?) Yes, you can! Here you are! Thanks! Hurry up! It's break time now! Time's up! Do you need help? Not yet! Can I come in? Can you pass the blue crayon, please? I'm sorry, I'm late. Target Vocabulary in Use (with revisional vocabulary): Classroom furniture: A desk, a table, a Smart Board, a blackboard/ whiteboard, a chair, a bookcase, a clock (classroom features: a door, a window, a wall). Classroom objects: A pencil, a coloured pencil, a rubber (an eraser-AmE.), a notebook, a book, a crayon, a pencil case, a sharpener, a (piece of) chalk, a glue,	and language; classroom furniture, devices and objects; colours" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.2.R3** Pupils can make meaning of/derive meaning from the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by reading it carefully. **ENG.2.2.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.2.V1** Pupils can select and use the target vocabulary of the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.2.G1** Pupils can select and use the language including target grammatical elements of the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.2.W1** Pupils can get ready for the writing-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" in an age- and level-appropriate way. **ENG.2.2.W2** Pupils can copy the model/example on the writing task about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" based on the model/ example provided to practise for further writing activities. **ENG.2.2.W3** Pupils can organise and form a content for the assigned writing task on the current content "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" based on the model/example provided. **ENG.2.2.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" to communicate with other people. **ENG.2.2.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.2.S1** Pupils can get ready for speaking-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" with the help of supplementary audio-visual materials. **ENG.2.2.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.S3** Pupils can organise simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by speaking accurately, efficiently, and authentically. **ENG.2.2.S4** Pupils can form a simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.2.S5** Pupils can reorganise and use information about the current theme on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by reconstructing it to communicate with other people. **ENG.2.2.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				scissors. Classroom devices: A computer, a tablet, Smart Board. Basic colours: Red, white, black, pink, blue, purple, yellow, brown, green, orange. Numbers: 1-20 The alphabet (song): *National and religious days, festivals, and celeberations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: "To be-present": (What's/ is it? It's/is a chair). Function: Telling names, what things are, what colour things are. "To be-present": (What colour is it? It's/is blue. What colour is the chair? The chair is blue. It's blue). Function: Telling the colours of things and objects. "To be-present": (How many chairs? Five chairs). Function: Asking the number of things, objects, and people very simply. Possessive adjectives: My, his, her, its, our, your, their. Function: Modifying a noun to show ownership and describing the object. Can for permission: (Can I go outside? Can I go to the bathroom, please? Yes, you can). Function: Asking for and giving permission. Target Social Language in Use: What's next? Good luck! Of course! You're right! It's her/my/his turn! I see! Target Phonological Sounds in Use: Consonants: c, d c: (/si/, /k/); d: (/d/) *No pronunciation		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
12	7–11 Aralık	2	Theme 2: Classroom Lıfe	Sub-themes: Classroom instructions and language; classroom furniture, devices and objects; colours. Basic Classroom Instructions and classroom language (Not to teach as target language chunks with structural rules but to be used constantly by the teacher as meta-language): Come here, please! Look at me! Look here! Open/Close your book! Open the door, please! Close the door, please! Stand up, please! Sit down, please! Listen! Be quiet, please! Repeat, please! Point to..., please! Pass the pencil/rubber etc. please! Put your pencils/rubbers etc. in the box/bag, please! Colour it, please! Draw it, please! Say... please! Look at the board, please! Raise your hand, please! Come to the board, please! Show your picture, please! Good job! Are you ready? Classroom language: Good! Well done! (Can I go to the bathroom/toilet?) Yes, you can!	**ENG.2.2.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”. **ENG.2.2.L2** Pupils can bring information about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” together with key details and main components while listening/watching it. **ENG.2.2.L3** Pupils can make meaning of/derive meaning from the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” through details by listening/watching it carefully. **ENG.2.2.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” in a very simple way. **ENG.2.2.P1** Pupils can select and use the target phonological elements of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.2.R1** Pupils can get ready for the reading-comprehension process about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”. **ENG.2.2.R2** Pupils can bring information about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.2.R3** Pupils can make meaning of/derive meaning from the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” by reading it carefully. **ENG.2.2.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.2.V1** Pupils can select and use the target vocabulary of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.2.G1** Pupils can select and use the language including target grammatical elements of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.2.W1** Pupils can get ready for the writing-expression process about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” in an age- and level-appropriate way. **ENG.2.2.W2** Pupils can copy the model/example on the writing task about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” based on the model/example provided to practise for further writing activities. **ENG.2.2.W3** Pupils can organise and form a content for the assigned writing task on the current content “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” based on the model/example provided. **ENG.2.2.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a classroom picture or make a cardboard model or a 3D digital model and stick pictures of models of some furniture and objects in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Here you are! Thanks! Hurry up! It's break time now! Time's up! Do you need help? Not yet! Can I come in? Can you pass the blue crayon, please? I'm sorry, I'm late. Target Vocabulary in Use (with revisional vocabulary): Classroom furniture: A desk, a table, a Smart Board, a blackboard/ whiteboard, a chair, a bookcase, a clock (classroom features: a door, a window, a wall). Classroom objects: A pencil, a coloured pencil, a rubber (an eraser-AmE.), a notebook, a book, a crayon, a pencil case, a sharpener, a (piece of) chalk, a glue, scissors. Classroom devices: A computer, a tablet, Smart Board. Basic colours: Red, white, black, pink, blue, purple, yellow, brown, green, orange. Numbers: 1-20 The alphabet (song): *National and religious days, festivals, and celeberations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and	**ENG.2.2.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" to communicate with other people. **ENG.2.2.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.2.S1** Pupils can get ready for speaking-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" with the help of supplementary audio-visual materials. **ENG.2.2.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.S3** Pupils can organise simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by speaking accurately, efficiently, and authentically. **ENG.2.2.S4** Pupils can form a simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.2.S5** Pupils can reorganise and use information about the current theme on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by reconstructing it to communicate with other people. **ENG.2.2.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: "To be-present": (What's/is it? It's/is a chair). Function: Telling names, what things are, what colour things are. "To be-present": (What colour is it? It's/is blue. What colour is the chair? The chair is blue. It's blue). Function: Telling the colours of things and objects. "To be-present": (How many chairs? Five chairs). Function: Asking the number of things,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				objects, and people very simply. Possessive adjectives: My, his, her, its, our, your, their. Function: Modifying a noun to show ownership and describing the object. Can for permission: (Can I go outside? Can I go to the bathroom, please? Yes, you can). Function: Asking for and giving permission. Target Social Language in Use: What's next? Good luck! Of course! You're right! It's her/my/his turn! I see! Target Phonological Sounds in Use: Consonants: c, d c: (/si/, /k/); d: (/d/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
13	14–18 Aralık	2	Theme 2: Classroom Lıfe	Sub-themes: Classroom instructions and language; classroom furniture, devices and objects; colours. Basic Classroom Instructions and classroom language (Not to teach as target language chunks with structural rules but to be used constantly by the teacher as meta-language): Come here, please! Look at me! Look here! Open/Close your book! Open the door, please! Close the door, please!	**ENG.2.2.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.L2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" together with key details and main components while listening/watching it. **ENG.2.2.L3** Pupils can make meaning of/derive meaning from the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" through details by listening/watching it carefully. **ENG.2.2.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" in a very simple way. **ENG.2.2.P1** Pupils can select and use the target phonological elements of the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.2.R1** Pupils can get ready for the reading-comprehension process about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.R2** Pupils can bring information about the current content on "classroom life with classroom instructions	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a classroom picture or make a cardboard model or a 3D digital model and stick pictures of models of some furniture and objects in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Stand up, please! Sit down, please! Listen! Be quiet, please! Repeat, please! Point to…, please! Pass the pencil/rubber etc. please! Put your pencils/rubbers etc. in the box/bag, please! Colour it, please! Draw it, please! Say… please! Look at the board, please! Raise your hand, please! Come to the board, please! Show your picture, please! Good job! Are you ready? Classroom language: Good! Well done! (Can I go to the bathroom/toilet?) Yes, you can! Here you are! Thanks! Hurry up! It's break time now! Time's up! Do you need help? Not yet! Can I come in? Can you pass the blue crayon, please? I'm sorry, I'm late. Target Vocabulary in Use (with revisional vocabulary): Classroom furniture: A desk, a table, a Smart Board, a blackboard/ whiteboard, a chair, a bookcase, a clock (classroom features: a door, a window, a wall). Classroom objects: A pencil, a coloured pencil, a rubber (an eraser-AmE.), a notebook, a book, a crayon, a pencil case, a sharpener, a (piece of) chalk, a glue,	and language; classroom furniture, devices and objects; colours" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.2.R3** Pupils can make meaning of/derive meaning from the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by reading it carefully. **ENG.2.2.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.2.V1** Pupils can select and use the target vocabulary of the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.2.G1** Pupils can select and use the language including target grammatical elements of the current content about "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.2.W1** Pupils can get ready for the writing-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" in an age- and level-appropriate way. **ENG.2.2.W2** Pupils can copy the model/example on the writing task about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" based on the model/ example provided to practise for further writing activities. **ENG.2.2.W3** Pupils can organise and form a content for the assigned writing task on the current content "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" based on the model/example provided. **ENG.2.2.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" to communicate with other people. **ENG.2.2.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.2.S1** Pupils can get ready for speaking-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" with the help of supplementary audio-visual materials. **ENG.2.2.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours". **ENG.2.2.S3** Pupils can organise simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by speaking accurately, efficiently, and authentically. **ENG.2.2.S4** Pupils can form a simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.2.S5** Pupils can reorganise and use information about the current theme on "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" by reconstructing it to communicate with other people. **ENG.2.2.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "classroom life with classroom instructions and language; classroom furniture, devices and objects; colours" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				scissors. Classroom devices: A computer, a tablet, Smart Board. Basic colours: Red, white, black, pink, blue, purple, yellow, brown, green, orange. Numbers: 1-20 The alphabet (song): *National and religious days, festivals, and celeberations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: "To be-present": (What's/ is it? It's/is a chair). Function: Telling names, what things are, what colour things are. "To be-present": (What colour is it? It's/is blue. What colour is the chair? The chair is blue. It's blue). Function: Telling the colours of things and objects. "To be-present": (How many chairs? Five chairs). Function: Asking the number of things, objects, and people very simply. Possessive adjectives: My, his, her, its, our, your, their. Function: Modifying a noun to show ownership and describing the object. Can for permission: (Can I go outside? Can I go to the bathroom, please? Yes, you can). Function: Asking for and giving permission. Target Social Language in Use: What's next? Good luck! Of course! You're right! It's her/my/his turn! I see! Target Phonological Sounds in Use: Consonants: c, d c: (/si/, /k/); d: (/d/) *No pronunciation		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
14	21–25 Aralık	2	Theme 3: Personal Lıfe	PERSONAL LIFE: Sub-themes: Parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions Target Vocabulary in Use (with revisional vocabulary): Parts of the body: A body, a leg(s), a hand(s), an arm(s) a head, a face, an ear(s), an eye(s), a nose, a mouth, hair. Adjectives: Big, short, long, small, tall, blond, dark. Clothes: Tops: A shirt, a T-shirt, Bottoms: trousers (pants-AmE.), Dresses: a dress, Outwear: a coat, Footwear: shoes, Accessories: a hat, a scarf, glasses, gloves, an umbrella. Ages: I'm seven. A gift, a birthday. Days of the week for birthdays: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Weather: Cold, hot, it's raining (rainy-AmE.), it's snowing (snowy-AmE.) *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and	**ENG.2.3.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" **ENG.2.3.L2** Pupils can bring information about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" together with key details and main components while listening/watching it. **ENG.2.3.L3** Pupils can make meaning of/derive meaning from the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through details by listening/watching it carefully. **ENG.2.3.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" in a very simple way. **ENG.2.3.P1** Pupils can select and use the target phonological elements of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.3.R1** Pupils can get ready for the reading-comprehension process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions". **ENG.2.3.R2** Pupils can bring information about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.3.R3** Pupils can make meaning of/derive meaning from the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by reading it carefully. **ENG.2.3.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.3.V1** Pupils can select and use the target vocabulary of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.3.G1** Pupils can select and use the language including target grammatical elements of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.3.W1** Pupils can get ready for the writing-expression process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"in an age- and level-appropriate way. **ENG.2.3.W2** Pupils can copy the model/example on the writing task about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"based on the model/example provided to practise for further writing activities. **ENG.2.3.W3** Pupils can organise and form a content for the assigned writing task on the current content "personal	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a body picture or make a cardboard model of a sweet monster or a fancy character sticking the pictures the parts of body on it. (A digital 3D model can also be made). They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: Language Chunks ("To be-present): (+), (-), (?): How old are you? I'm/am 7. Is it your birthday today? Yes, it is. What's/is it? / It/This is a nose/ a shirt. What colour is it?	life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"based on the model/example provided. **ENG.2.3.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays". **ENG.2.3.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"to communicate with other people. **ENG.2.3.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.3.S1** Pupils can get ready for speaking-expression process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"with the help of supplementary audio-visual materials. **ENG.2.3.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions". **ENG.2.3.S3** Pupils can organise simple new verbal content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by speaking accurately, efficiently, and authentically. **ENG.2.3.S4** Pupils can form a simple new verbal content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.3.S5** Pupils can reorganise and use information about the current theme on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by reconstructing it to communicate with other people. **ENG.2.3.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(pointing to the nose) It's/is pink. Is she tall? Yes, she is. No, she isn't/is not. What day is it today? It's/is Monday today. How's the weather? It's cold. Functions: Asking and answering about ages of people, their birthdays, parts of their body, physical features, days of the week, describing weather conditions. Have got/ Has got: (+) (-) (?): What have you got? I've got a nose. How many ears have you got? I've got two ears. What have you got? I've got blue trousers. I've got a purple shirt. Function: Talking about possession, body parts and clothes. Articles: a/an Function: It is taught without its logic; automatic use is expected. Preposition: on Function: It is used for describing where things are. Target Social Language in Use: Wow! Great! That looks great! Nice eyes/ hair! etc. Cheer up, everybody! Not now! I'm OK! You are welcome! Let's play together! It's late. Time to sleep! I see! Time for school! See you after school! That sounds great! It's break time! It's your turn!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Phonological Sounds in Use: Vowels: e, i Consonants: f, g, h, j Vowels: e: (/e/; /i:/, /ə/); i: (/aı/, /ı/, /i:/) Consonants: f: (/f/), g: (/g/, /d /)h: (/h/), j: (/d e /d /) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
15	28 Aralık – 1 Ocak	2	Theme 3: Personal Lıfe	PERSONAL LIFE: Sub-themes: Parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions Target Vocabulary in Use (with revisional vocabulary): Parts of the body: A body, a leg(s), a hand(s), an arm(s) a head, a face, an ear(s), an eye(s), a nose, a mouth, hair. Adjectives: Big, short, long, small, tall, blond, dark. Clothes: Tops: A shirt, a T-shirt, Bottoms: trousers (pants-AmE.), Dresses: a dress, Outwear: a coat, Footwear: shoes, Accessories: a hat, a scarf, glasses, gloves, an umbrella. Ages: I'm seven. A gift, a birthday. Days of the week for birthdays: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Weather: Cold, hot, it's raining (rainy-AmE.), it's	**ENG.2.3.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" **ENG.2.3.L2** Pupils can bring information about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" together with key details and main components while listening/watching it. **ENG.2.3.L3** Pupils can make meaning of/derive meaning from the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through details by listening/watching it carefully. **ENG.2.3.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" in a very simple way. **ENG.2.3.P1** Pupils can select and use the target phonological elements of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.3.R1** Pupils can get ready for the reading-comprehension process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions". **ENG.2.3.R2** Pupils can bring information about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.3.R3** Pupils can make meaning of/derive meaning from the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by reading it carefully. **ENG.2.3.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.3.V1** Pupils can select and use the target vocabulary of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.3.G1** Pupils can select and use the language including target grammatical elements of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a body picture or make a cardboard model of a sweet monster or a fancy character sticking the pictures the parts of body on it. (A digital 3D model can also be made). They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics. 1 January, New Year

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				snowing (snowy-AmE.) *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks	birthdays; weather conditions”accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.3.W1** Pupils can get ready for the writing-expression process about the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions”in an age- and level-appropriate way. **ENG.2.3.W2** Pupils can copy the model/example on the writing task about the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions”based on the model/example provided to practise for further writing activities. **ENG.2.3.W3** Pupils can organise and form a content for the assigned writing task on the current content “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions”based on the model/example provided. **ENG.2.3.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays”. **ENG.2.3.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions”to communicate with other people. **ENG.2.3.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions”very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.3.S1** Pupils can get ready for speaking-expression process about the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions”with the help of supplementary audio-visual materials. **ENG.2.3.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions”. **ENG.2.3.S3** Pupils can organise simple new verbal content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” by speaking accurately, efficiently, and authentically. **ENG.2.3.S4** Pupils can form a simple new verbal content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.3.S5** Pupils can reorganise and use information about the current theme on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” by reconstructing it to communicate with other people. **ENG.2.3.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in Use: Language Chunks (“To be-present): (+), (-), (?): How old are you? I’m/am 7. Is it your birthday today? Yes, it is. What’s/is it? / It/This is a nose/ a shirt. What colour is it? (pointing to the nose) It’s/is pink. Is she tall? Yes, she is. No, she isn’t/is not. What day is it today? It’s/is Monday today. How’s the weather? It’s cold. Functions: Asking and answering about ages of people, their birthdays, parts of their body, physical features, days of the week, describing weather conditions. Have got/ Has got: (+) (-) (?): What have you got? I’ve got a nose. How many ears have you got? I’ve got two ears. What have you got? I’ve got blue trousers. I’ve got a purple shirt. Function: Talking about possession, body parts and clothes. Articles: a/an Function: It is taught without its logic; automatic use is expected. Preposition: on Function: It is used for describing where things are. Target Social Language in Use: Wow! Great! That looks great! Nice eyes/ hair! etc. Cheer up, everybody! Not now! I’m OK!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				You are welcome! Let's play together! It's late. Time to sleep! I see! Time for school! See you after school! That sounds great! It's break time! It's your turn! Target Phonological Sounds in Use: Vowels: e, i Consonants: f, g, h, j Vowels: e: (/e/; /iː/, /ə/); i: (/aɪ/, /ɪ/, /iː/) Consonants: f: (/f/), g: (/g/, /dʒ/)h: (/h/), j: (/dʒ eɪ /ʤʌ /) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
16	4–8 Ocak	2	Theme 3: Personal Lıfe	PERSONAL LIFE: Sub-themes: Parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions Target Vocabulary in Use (with revisional vocabulary): Parts of the body: A body, a leg(s), a hand(s), an arm(s) a head, a face, an ear(s), an eye(s), a nose, a mouth, hair. Adjectives: Big, short, long, small, tall, blond, dark. Clothes: Tops: A shirt, a T-shirt, Bottoms: trousers (pants-AmE.), Dresses: a dress, Outwear: a coat, Footwear: shoes, Accessories: a hat, a scarf, glasses, gloves, an	**ENG.2.3.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" **ENG.2.3.L2** Pupils can bring information about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" together with key details and main components while listening/watching it. **ENG.2.3.L3** Pupils can make meaning of/derive meaning from the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through details by listening/watching it carefully. **ENG.2.3.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" in a very simple way. **ENG.2.3.P1** Pupils can select and use the target phonological elements of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.3.R1** Pupils can get ready for the reading-comprehension process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions". **ENG.2.3.R2** Pupils can bring information about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.3.R3** Pupils can make meaning of/derive meaning from the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by reading it carefully.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a body picture or make a cardboard model of a sweet monster or a fancy character sticking the pictures the parts of body on it. (A digital 3D model can also be made). They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				umbrella. Ages: I'm seven. A gift, a birthday. Days of the week for birthdays: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Weather: Cold, hot, it's raining (rainy-AmE.), it's snowing (snowy-AmE.) *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level	**ENG.2.3.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.3.V1** Pupils can select and use the target vocabulary of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.3.G1** Pupils can select and use the language including target grammatical elements of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.3.W1** Pupils can get ready for the writing-expression process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"in an age- and level-appropriate way. **ENG.2.3.W2** Pupils can copy the model/example on the writing task about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"based on the model/example provided to practise for further writing activities. **ENG.2.3.W3** Pupils can organise and form a content for the assigned writing task on the current content "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"based on the model/example provided. **ENG.2.3.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays". **ENG.2.3.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"to communicate with other people. **ENG.2.3.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.3.S1** Pupils can get ready for speaking-expression process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"with the help of supplementary audio-visual materials. **ENG.2.3.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions". **ENG.2.3.S3** Pupils can organise simple new verbal content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by speaking accurately, efficiently, and authentically. **ENG.2.3.S4** Pupils can form a simple new verbal content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.3.S5** Pupils can reorganise and use information about the current theme on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by reconstructing it to communicate with other people. **ENG.2.3.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: Language Chunks ("To be-present): (+), (-), (?): How old are you? I'm/am 7. Is it your birthday today? Yes, it is. What's/is it? / It/This is a nose/ a shirt. What colour is it? (pointing to the nose) It's/is pink. Is she tall? Yes, she is. No, she isn't/is not. What day is it today? It's/is Monday today. How's the weather? It's cold. Functions: Asking and answering about ages of people, their birthdays, parts of their body, physical features, days of the week, describing weather conditions. Have got/ Has got: (+) (-) (?): What have you got? I've got a nose. How many ears have you got? I've got two ears. What have you got? I've got blue trousers. I've got a purple shirt. Function: Talking about possession, body parts and clothes. Articles: a/an Function: It is taught without its logic; automatic use is expected. Preposition: on Function: It is used for describing where things		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				are. Target Social Language in Use: Wow! Great! That looks great! Nice eyes/ hair! etc. Cheer up, everybody! Not now! I'm OK! You are welcome! Let's play together! It's late. Time to sleep! I see! Time for school! See you after school! That sounds great! It's break time! It's your turn! Target Phonological Sounds in Use: Vowels: e, i Consonants: f, g, h, j Vowels: e: (/e/; /i:/, /ə/); i: (/aı/, /ı/, /i:/) Consonants: f: (/f/), g: (/g/, /d /)h: (/h/), j: (/d e /d /) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
17	11–15 Ocak	2	Theme 3: Personal Lıfe	PERSONAL LIFE: Sub-themes: Parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions Target Vocabulary in Use (with revisional vocabulary): Parts of the body: A body, a leg(s), a hand(s), an arm(s) a head, a face, an ear(s), an eye(s), a nose, a mouth, hair. Adjectives: Big, short,	**ENG.2.3.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" **ENG.2.3.L2** Pupils can bring information about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" together with key details and main components while listening/watching it. **ENG.2.3.L3** Pupils can make meaning of/derive meaning from the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through details by listening/watching it carefully. **ENG.2.3.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" in a very simple way. **ENG.2.3.P1** Pupils can select and use the target phonological elements of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a body picture or make a cardboard model of a sweet monster or a fancy character sticking the pictures the parts of body on it. (A digital 3D model can also be made). They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				long, small, tall, blond, dark. Clothes: Tops: A shirt, a T-shirt, Bottoms: trousers (pants-AmE.), Dresses: a dress, Outwear: a coat, Footwear: shoes, Accessories: a hat, a scarf, glasses, gloves, an umbrella. Ages: I'm seven. A gift, a birthday. Days of the week for birthdays: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Weather: Cold, hot, it's raining (rainy-AmE.), it's snowing (snowy-AmE.) *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific	**ENG.2.3.R1** Pupils can get ready for the reading-comprehension process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions". **ENG.2.3.R2** Pupils can bring information about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.3.R3** Pupils can make meaning of/derive meaning from the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by reading it carefully. **ENG.2.3.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.3.V1** Pupils can select and use the target vocabulary of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.3.G1** Pupils can select and use the language including target grammatical elements of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.3.W1** Pupils can get ready for the writing-expression process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"in an age- and level-appropriate way. **ENG.2.3.W2** Pupils can copy the model/example on the writing task about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"based on the model/example provided to practise for further writing activities. **ENG.2.3.W3** Pupils can organise and form a content for the assigned writing task on the current content "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"based on the model/example provided. **ENG.2.3.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays". **ENG.2.3.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"to communicate with other people. **ENG.2.3.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.3.S1** Pupils can get ready for speaking-expression process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"with the help of supplementary audio-visual materials. **ENG.2.3.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions". **ENG.2.3.S3** Pupils can organise simple new verbal content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by speaking accurately, efficiently, and authentically. **ENG.2.3.S4** Pupils can form a simple new verbal content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.3.S5** Pupils can reorganise and use information about the current theme on "personal life with basic parts of	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: Language Chunks ("To be-present): (+), (-), (?): How old are you? I'm/am 7. Is it your birthday today? Yes, it is. What's/is it? / It/This is a nose/ a shirt. What colour is it? (pointing to the nose) It's/is pink. Is she tall? Yes, she is. No, she isn't/is not. What day is it today? It's/is Monday today. How's the weather? It's cold. Functions: Asking and answering about ages of people, their birthdays, parts of their body, physical features, days of the week, describing weather conditions. Have got/ Has got: (+) (-) (?): What have you got? I've got a nose. How many ears have you got? I've got two ears. What have you got? I've got blue trousers. I've got a purple shirt. Function: Talking about	the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by reconstructing it to communicate with other people. **ENG.2.3.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				possession, body parts and clothes. Articles: a/an Function: It is taught without its logic; automatic use is expected. Preposition: on Function: It is used for describing where things are. Target Social Language in Use: Wow! Great! That looks great! Nice eyes/ hair! etc. Cheer up, everybody! Not now! I'm OK! You are welcome! Let's play together! It's late. Time to sleep! I see! Time for school! See you after school! That sounds great! It's break time! It's your turn! Target Phonological Sounds in Use: Vowels: e, i Consonants: f, g, h, j Vowels: e: (/e/; /i:/, /ə/); i: (/aı/, /ı/, /i:/) Consonants: f: (/f/), g: (/g/, /d /)h: (/h/), j: (/d e /d/ /) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
18	18–22 Ocak	2	Theme 3: Personal Lıfe	PERSONAL LIFE: Sub-themes: Parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions	**ENG.2.3.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" **ENG.2.3.L2** Pupils can bring information about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" together with key details and main components while listening/watching it. **ENG.2.3.L3** Pupils can make meaning of/derive meaning from the current content on "personal life with basic parts	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils draw a body picture or make a cardboard model of a sweet monster or a fancy character sticking the pictures the parts of body on it. (A

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Vocabulary in Use (with revisional vocabulary): Parts of the body: A body, a leg(s), a hand(s), an arm(s) a head, a face, an ear(s), an eye(s), a nose, a mouth, hair. Adjectives: Big, short, long, small, tall, blond, dark. Clothes: Tops: A shirt, a T-shirt, Bottoms: trousers (pants-AmE.), Dresses: a dress, Outwear: a coat, Footwear: shoes, Accessories: a hat, a scarf, glasses, gloves, an umbrella. Ages: I'm seven. A gift, a birthday. Days of the week for birthdays: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Weather: Cold, hot, it's raining (rainy-AmE.), it's snowing (snowy-AmE.) *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and	of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through details by listening/watching it carefully. **ENG.2.3.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" in a very simple way. **ENG.2.3.P1** Pupils can select and use the target phonological elements of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.3.R1** Pupils can get ready for the reading-comprehension process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions". **ENG.2.3.R2** Pupils can bring information about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.3.R3** Pupils can make meaning of/derive meaning from the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by reading it carefully. **ENG.2.3.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.3.V1** Pupils can select and use the target vocabulary of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.3.G1** Pupils can select and use the language including target grammatical elements of the current content about "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.3.W1** Pupils can get ready for the writing-expression process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"in an age- and level-appropriate way. **ENG.2.3.W2** Pupils can copy the model/example on the writing task about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"based on the model/example provided to practise for further writing activities. **ENG.2.3.W3** Pupils can organise and form a content for the assigned writing task on the current content "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"based on the model/example provided. **ENG.2.3.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays". **ENG.2.3.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"to communicate with other people. **ENG.2.3.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.3.S1** Pupils can get ready for speaking-expression process about the current content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions"with the help of supplementary audio-visual materials. **ENG.2.3.S2** Pupils can imitate the model/example for producing verbal content about the current theme on	digital 3D model can also be made). They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: Language Chunks ("To be-present): (+), (-), (?): How old are you? I'm/am 7. Is it your birthday today? Yes, it is. What's/is it? / It/This is a nose/ a shirt. What colour is it? (pointing to the nose) It's/is pink. Is she tall? Yes, she is. No, she isn't/is not. What day is it today? It's/is Monday today. How's the weather? It's cold. Functions: Asking and answering about ages of people, their birthdays, parts of their body, physical features, days of the week, describing weather conditions.	"personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions". **ENG.2.3.S3** Pupils can organise simple new verbal content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by speaking accurately, efficiently, and authentically. **ENG.2.3.S4** Pupils can form a simple new verbal content on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.3.S5** Pupils can reorganise and use information about the current theme on "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" by reconstructing it to communicate with other people. **ENG.2.3.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Have got/ Has got: (+) (-) (?): What have you got? I've got a nose. How many ears have you got? I've got two ears. What have you got? I've got blue trousers. I've got a purple shirt. Function: Talking about possession, body parts and clothes. Articles: a/an Function: It is taught without its logic; automatic use is expected. Preposition: on Function: It is used for describing where things are. Target Social Language in Use: Wow! Great! That looks great! Nice eyes/ hair! etc. Cheer up, everybody! Not now! I'm OK! You are welcome! Let's play together! It's late. Time to sleep! I see! Time for school! See you after school! That sounds great! It's break time! It's your turn! Target Phonological Sounds in Use: Vowels: e, i Consonants: f, g, h, j Vowels: e: (/e/; /i:/, /ə/); i: (/aı/, /ı/, /i:/) Consonants: f: (/f/), g: (/g/, /d /)h: (/h/), j: (/d e /d /) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				pronunciation activities in the theme.		
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	2	Theme 4: Famıly Lıfe	FAMILY LIFE: Sub-theme: Family members and family members' physical appearances and physical features Target Vocabulary in Use (with revisional vocabulary): Family members: A family, a father, a mother, a sister, a brother, a grandfather, a grandmother, a baby, a son, a daughter, a friend, mum, dad. Physical appearances (Descriptive adjectives): Nice, beautiful, blond, tall, short, handsome. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever	**ENG.2.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.L2** Pupils can bring information about the current content on "family life with family members and family members' physical appearances and physical features" together with key details and main components while listening/watching it. **ENG.2.4.L3** Pupils can make meaning of/derive meaning from the current content on "family life with family members and family members' physical appearances and physical features" through details by listening/watching it carefully. **ENG.2.4.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "family life with family members and family members' physical appearances and physical features" in a very simple way. **ENG.2.4.P1** Pupils can select and use the target phonological elements of the current content about "family life with family members and family members' physical appearances and physical features" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.4.R1** Pupils can get ready for the reading-comprehension process about the current content on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.R2** Pupils can bring information about the current content on "family life with family members and family members' physical appearances and physical features" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.4.R3** Pupils can make meaning of/derive meaning from the current content about "family life with family members and family members' physical appearances and physical features" by reading it carefully. **ENG.2.4.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "family life with family members and family members' physical appearances and physical features" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.V1** Pupils can select and use the target vocabulary of the current content about "family life with family members and family members' physical appearances and physical features" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.G1** Pupils can select and use the language including target grammatical elements of the current content about "family life with family members and family members' physical appearances and physical features" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.W1** Pupils can get ready for the writing-expression process about the current content on "family life with family members and family members' physical appearances and physical features" in an age- and level-appropriate way. **ENG.2.4.W2** Pupils can copy the model/example on the writing task about the current content on "family life with family members and family members' physical appearances and physical features" based on the model/example provided to practise for further writing activities. **ENG.2.4.W3** Pupils can organise and form a content for the assigned writing task on the current content "family life with family members and family members' physical appearances and physical features" based on the model/ example provided. **ENG.2.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "family life with family members and family members' physical appearances and physical features". **ENG.2.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "family life with family members and family members' physical appearances and physical features" to communicate with other people.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils are asked to make self-recordings (visual, audio) at school/ about their family members and their physical features such as the colour of their eyes or hair, or saying whether their noses or ears are big or small or whether their legs are short or long etc. They can present their work to the class by using Fact Files and avatars that they have made. They can use both digital resources and papers/cardboard. Then they can give feedback to each other using emoticons.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks: - "To be-present (+), (-), (?)": Language Chunks: Who is he? Who is she? He's/is my father. She's/is my mother. Function: Asking and identifying people -Have/has got: Chunks: What colour eyes has your mother got? My mother's/has got blue eyes. She's/has got blue eyes (Description with eye colour is used to describe family members but the question form as "What colour eyes has she got? is NOT taught at this stage). Function: Describing physical features Target Social Language in Use: I'm sorry! I'm sorry, Mum! Dad! Grandma! Grandpa!	**ENG.2.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "family life with family members and family members' physical appearances and physical features" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.S1** Pupils can get ready for the speaking-expression process about the current content on "family life with family members and family members' physical appearances and physical features" with the help of supplementary audio-visual materials. **ENG.2.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.S3** Pupils can organise simple new verbal content on "family life with family members and family members' physical appearances and physical features" by speaking accurately, efficiently, and authentically. **ENG.2.4.S4** Pupils can form a simple new verbal content on "family life with family members and family members' physical appearances and physical features" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.4.S5** Pupils can reorganise and use information about the current theme on "family life with family members and family members' physical appearances and physical features" by reconstructing it to communicate with other people. **ENG.2.4.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "family life with family members and family members' physical appearances and physical features" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				That's fine! It's/That's all right! All right! What about me? You look great! It's very lovely! Look! Over there! It's lunchtime! I'm hungry! Target Phonological Sounds in Use: I'm sorry! I'm sorry, Mum! Dad! Grandma! Grandpa! That's fine! It's/That's all right! All right! What about me? You look great! It's very lovely! Look! Over there! It's lunchtime! I'm hungry! Target Phonological Sounds in Use: Vowel: o Consonants: k, l, m, n, p Vowel: o: (/ə□ /, /□ /, ə̸□ /) Consonants: k: (/k/); l: (/□ l/, l̸/); m: (/□ m/, m̸/); n: (/□ n/, n̸/); p: (pi□ /, p̸/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
20	15–19 Şubat	2	Theme 4: Famıly Lıfe	FAMILY LIFE: Sub-theme: Family members and family members' physical appearances and physical features Target Vocabulary in Use (with revisional vocabulary): Family members: A family, a father, a mother, a sister, a brother, a grandfather, a	**ENG.2.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.L2** Pupils can bring information about the current content on "family life with family members and family members' physical appearances and physical features" together with key details and main components while listening/watching it. **ENG.2.4.L3** Pupils can make meaning of/derive meaning from the current content on "family life with family members and family members' physical appearances and physical features" through details by listening/watching it carefully. **ENG.2.4.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on "family life with family members and family members' physical appearances and physical features" in a very simple way. **ENG.2.4.P1** Pupils can select and use the target phonological elements of the current content about "family life with	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils are asked to make self-recordings (visual, audio) at school/ about their family members and their physical features such as the colour of their eyes or hair, or saying whether their noses or ears are big or small or whether their legs are short or long etc. They can present their work to the class by using Fact Files and avatars that they have made. They can

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				grandmother, a baby, a son, a daughter, a friend, mum, dad. Physical appearances (Descriptive adjectives): Nice, beautiful, blond, tall, short, handsome. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural	family members and family members’ physical appearances and physical features” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.4.R1** Pupils can get ready for the reading-comprehension process about the current content on “family life with family members and family members’ physical appearances and physical features”. **ENG.2.4.R2** Pupils can bring information about the current content on “family life with family members and family members’ physical appearances and physical features” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.4.R3** Pupils can make meaning of/derive meaning from the current content about “family life with family members and family members’ physical appearances and physical features” by reading it carefully. **ENG.2.4.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life with family members and family members’ physical appearances and physical features” for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.V1** Pupils can select and use the target vocabulary of the current content about “family life with family members and family members’ physical appearances and physical features” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.G1** Pupils can select and use the language including target grammatical elements of the current content about “family life with family members and family members’ physical appearances and physical features” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.W1** Pupils can get ready for the writing-expression process about the current content on “family life with family members and family members’ physical appearances and physical features” in an age- and level-appropriate way. **ENG.2.4.W2** Pupils can copy the model/example on the writing task about the current content on “family life with family members and family members’ physical appearances and physical features” based on the model/example provided to practise for further writing activities. **ENG.2.4.W3** Pupils can organise and form a content for the assigned writing task on the current content “family life with family members and family members’ physical appearances and physical features” based on the model/example provided. **ENG.2.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “family life with family members and family members’ physical appearances and physical features”. **ENG.2.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “family life with family members and family members’ physical appearances and physical features” to communicate with other people. **ENG.2.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “family life with family members and family members’ physical appearances and physical features” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.S1** Pupils can get ready for the speaking-expression process about the current content on “family life with family members and family members’ physical appearances and physical features” with the help of supplementary audio-visual materials. **ENG.2.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “family life with family members and family members’ physical appearances and physical features”. **ENG.2.4.S3** Pupils can organise simple new verbal content on “family life with family members and family members’ physical appearances and physical features” by speaking accurately, efficiently, and authentically. **ENG.2.4.S4** Pupils can form a simple new verbal content on “family life with family members and family members’ physical appearances and physical features” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.4.S5** Pupils can reorganise and use information about the current theme on “family life with family members and family members’ physical appearances and physical features” by reconstructing it to communicate with other people. **ENG.2.4.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression	use both digital resources and papers/cardboard. Then they can give feedback to each other using emoticons.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks: - “To be-present (+), (-), (?)”: Language Chunks: Who is he? Who is she? He’s/ is my father. She’s/is my mother. Function: Asking and identifying people -Have/has got: Chunks: What colour eyes has your mother got? My mother’s/has got blue eyes. She’s/has got blue eyes (Description with eye colour is used to describe family members but the question form as “What colour eyes has she got? is NOT taught at this stage). Function: Describing physical features Target Social Language in Use: I’m sorry! I’m sorry, Mum! Dad! Grandma! Grandpa! That’s fine! It’s/That’s all right! All right! What about me? You look great! It’s very lovely! Look! Over there! It’s lunchtime! I’m hungry! Target Phonological Sounds in Use: I’m sorry! I’m sorry, Mum! Dad! Grandma! Grandpa! That’s fine! It’s/That’s all right! All right! What about me?	process about the current content, “family life with family members and family members’ physical appearances and physical features” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				You look great! It's very lovely! Look! Over there! It's lunchtime! I'm hungry! Target Phonological Sounds in Use: Vowel: o Consonants: k, l, m, n, p Vowel: o: (/əʊ /, /ɒ /, /ɔ: /) Consonants: k: (/k/); l: (/l/, /ɫ/); m: (/m/, /ɱ/); n: (/n/, /ɳ/); p: (/p/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
21	22–26 Şubat	2	Theme 4: Famıly Lıfe	FAMILY LIFE: Sub-theme: Family members and family members' physical appearances and physical features Target Vocabulary in Use (with revisional vocabulary): Family members: A family, a father, a mother, a sister, a brother, a grandfather, a grandmother, a baby, a son, a daughter, a friend, mum, dad. Physical appearances (Descriptive adjectives): Nice, beautiful, blond, tall, short, handsome. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National	**ENG.2.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.L2** Pupils can bring information about the current content on "family life with family members and family members' physical appearances and physical features" together with key details and main components while listening/watching it. **ENG.2.4.L3** Pupils can make meaning of/derive meaning from the current content on "family life with family members and family members' physical appearances and physical features" through details by listening/watching it carefully. **ENG.2.4.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on "family life with family members and family members' physical appearances and physical features" in a very simple way. **ENG.2.4.P1** Pupils can select and use the target phonological elements of the current content about "family life with family members and family members' physical appearances and physical features" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.4.R1** Pupils can get ready for the reading-comprehension process about the current content on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.R2** Pupils can bring information about the current content on "family life with family members and family members' physical appearances and physical features" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.4.R3** Pupils can make meaning of/derive meaning from the current content about "family life with family members and family members' physical appearances and physical features" by reading it carefully. **ENG.2.4.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "family life with family members and family members' physical appearances and physical features" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.V1** Pupils can select and use the target vocabulary of the current content about "family life with family members and family members' physical appearances and physical features" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.G1** Pupils can select and use the language including target grammatical elements of the current content	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils are asked to make self-recordings (visual, audio) at school/ about their family members and their physical features such as the colour of their eyes or hair, or saying whether their noses or ears are big or small or whether their legs are short or long etc. They can present their work to the class by using Fact Files and avatars that they have made. They can use both digital resources and papers/cardboard. Then they can give feedback to each other using emoticons.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks: - "To be-present (+), (-), (?)": Language Chunks: Who is he? Who is she? He's/ is my father. She's/is my mother. Function: Asking and identifying people -Have/has got: Chunks: What colour eyes has your mother	about "family life with family members and family members' physical appearances and physical features" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.W1** Pupils can get ready for the writing-expression process about the current content on "family life with family members and family members' physical appearances and physical features" in an age- and level-appropriate way. **ENG.2.4.W2** Pupils can copy the model/example on the writing task about the current content on "family life with family members and family members' physical appearances and physical features" based on the model/example provided to practise for further writing activities. **ENG.2.4.W3** Pupils can organise and form a content for the assigned writing task on the current content "family life with family members and family members' physical appearances and physical features" based on the model/ example provided. **ENG.2.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "family life with family members and family members' physical appearances and physical features". **ENG.2.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "family life with family members and family members' physical appearances and physical features" to communicate with other people. **ENG.2.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "family life with family members and family members' physical appearances and physical features" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.S1** Pupils can get ready for the speaking-expression process about the current content on "family life with family members and family members' physical appearances and physical features" with the help of supplementary audio-visual materials. **ENG.2.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.S3** Pupils can organise simple new verbal content on "family life with family members and family members' physical appearances and physical features" by speaking accurately, efficiently, and authentically. **ENG.2.4.S4** Pupils can form a simple new verbal content on "family life with family members and family members' physical appearances and physical features" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.4.S5** Pupils can reorganise and use information about the current theme on "family life with family members and family members' physical appearances and physical features" by reconstructing it to communicate with other people. **ENG.2.4.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "family life with family members and family members' physical appearances and physical features" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				got? My mother's/has got blue eyes. She's/has got blue eyes (Description with eye colour is used to describe family members but the question form as "What colour eyes has she got? is NOT taught at this stage). Function: Describing physical features Target Social Language in Use: I'm sorry! I'm sorry, Mum! Dad! Grandma! Grandpa! That's fine! It's/That's all right! All right! What about me? You look great! It's very lovely! Look! Over there! It's lunchtime! I'm hungry! Target Phonological Sounds in Use: I'm sorry! I'm sorry, Mum! Dad! Grandma! Grandpa! That's fine! It's/That's all right! All right! What about me? You look great! It's very lovely! Look! Over there! It's lunchtime! I'm hungry! Target Phonological Sounds in Use: Vowel: o Consonants: k, l, m, n, p Vowel: o: (/əʊ/, /ɒ/, /ɜːʳ/) Consonants: k: (/k/); l: (/l/, /ɫ/); m: (/m/, /ɱ/); n: (/n/, /ɳ/); p: (pi/, /pʰ/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				words including them will be practised through pronunciation activities in the theme.		
22	1–5 Mart	2	Theme 4: Famıly Lıfe	FAMILY LIFE: Sub-theme: Family members and family members' physical appearances and physical features Target Vocabulary in Use (with revisional vocabulary): Family members: A family, a father, a mother, a sister, a brother, a grandfather, a grandmother, a baby, a son, a daughter, a friend, mum, dad. Physical appearances (Descriptive adjectives): Nice, beautiful, blond, tall, short, handsome. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)	**ENG.2.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.L2** Pupils can bring information about the current content on "family life with family members and family members' physical appearances and physical features" together with key details and main components while listening/watching it. **ENG.2.4.L3** Pupils can make meaning of/derive meaning from the current content on "family life with family members and family members' physical appearances and physical features" through details by listening/watching it carefully. **ENG.2.4.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on "family life with family members and family members' physical appearances and physical features" in a very simple way. **ENG.2.4.P1** Pupils can select and use the target phonological elements of the current content about "family life with family members and family members' physical appearances and physical features" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.4.R1** Pupils can get ready for the reading-comprehension process about the current content on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.R2** Pupils can bring information about the current content on "family life with family members and family members' physical appearances and physical features" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.4.R3** Pupils can make meaning of/derive meaning from the current content about "family life with family members and family members' physical appearances and physical features" by reading it carefully. **ENG.2.4.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "family life with family members and family members' physical appearances and physical features" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.V1** Pupils can select and use the target vocabulary of the current content about "family life with family members and family members' physical appearances and physical features" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.G1** Pupils can select and use the language including target grammatical elements of the current content about "family life with family members and family members' physical appearances and physical features" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.W1** Pupils can get ready for the writing-expression process about the current content on "family life with family members and family members' physical appearances and physical features" in an age- and level-appropriate way. **ENG.2.4.W2** Pupils can copy the model/example on the writing task about the current content on "family life with family members and family members' physical appearances and physical features" based on the model/example provided to practise for further writing activities. **ENG.2.4.W3** Pupils can organise and form a content for the assigned writing task on the current content "family life with family members and family members' physical appearances and physical features" based on the model/example provided. **ENG.2.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "family life with family members and family members' physical appearances and physical features". **ENG.2.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "family life with family members and family members' physical appearances and physical features" to communicate with other people. **ENG.2.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils are asked to make self-recordings (visual, audio) at school/ about their family members and their physical features such as the colour of their eyes or hair, or saying whether their noses or ears are big or small or whether their legs are short or long etc. They can present their work to the class by using Fact Files and avatars that they have made. They can use both digital resources and papers/cardboard. Then they can give feedback to each other using emoticons.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks: - "To be-present (+), (-), (?)": Language Chunks: Who is he? Who is she? He's/is my father. She's/is my mother. Function: Asking and identifying people -Have/has got: Chunks: What colour eyes has your mother got? My mother's/has got blue eyes. She's/has got blue eyes (Description with eye colour is used to describe family members but the question form as "What colour eyes has she got? is NOT taught at this stage). Function: Describing physical features Target Social Language in Use: I'm sorry! I'm sorry, Mum! Dad! Grandma! Grandpa! That's fine!	process about the current content, "family life with family members and family members' physical appearances and physical features" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.S1** Pupils can get ready for the speaking-expression process about the current content on "family life with family members and family members' physical appearances and physical features" with the help of supplementary audio-visual materials. **ENG.2.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.S3** Pupils can organise simple new verbal content on "family life with family members and family members' physical appearances and physical features" by speaking accurately, efficiently, and authentically. **ENG.2.4.S4** Pupils can form a simple new verbal content on "family life with family members and family members' physical appearances and physical features" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.4.S5** Pupils can reorganise and use information about the current theme on "family life with family members and family members' physical appearances and physical features" by reconstructing it to communicate with other people. **ENG.2.4.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "family life with family members and family members' physical appearances and physical features" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				It's/That's all right! All right! What about me? You look great! It's very lovely! Look! Over there! It's lunchtime! I'm hungry! Target Phonological Sounds in Use: I'm sorry! I'm sorry, Mum! Dad! Grandma! Grandpa! That's fıne! It's/That's all right! All right! What about me? You look great! It's very lovely! Look! Over there! It's lunchtime! I'm hungry! Target Phonological Sounds in Use: Vowel: o Consonants: k, l, m, n, p Vowel: o: (/əʊ /, /ɪ /, /ɜ: /) Consonants: k: (/k/); l: (/ l/, /l/); m: (/ m/, /m/); n: (/ n/, /n/); p: (piː /, /p/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	2	Theme 4: Famıly Lıfe	FAMILY LIFE: Sub-theme: Family members and family members' physical appearances and physical features Target Vocabulary in Use (with revisional vocabulary): Family members: A family, a father, a mother, a sister, a brother, a grandfather, a	**ENG.2.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.L2** Pupils can bring information about the current content on "family life with family members and family members' physical appearances and physical features" together with key details and main components while listening/watching it. **ENG.2.4.L3** Pupils can make meaning of/derive meaning from the current content on "family life with family members and family members' physical appearances and physical features" through details by listening/watching it carefully. **ENG.2.4.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "family life with family members and family members' physical appearances and physical features" in a very simple way. **ENG.2.4.P1** Pupils can select and use the target phonological elements of the current content about "family life with	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils are asked to make self-recordings (visual, audio) at school/ about their family members and their physical features such as the colour of their eyes or hair, or saying whether their noses or ears are big or small or whether their legs are short or long etc. They can present their work to the class by using Fact Files and avatars that they have made. They can

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				grandmother, a baby, a son, a daughter, a friend, mum, dad. Physical appearances (Descriptive adjectives): Nice, beautiful, blond, tall, short, handsome. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural	family members and family members’ physical appearances and physical features” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.4.R1** Pupils can get ready for the reading-comprehension process about the current content on “family life with family members and family members’ physical appearances and physical features”. **ENG.2.4.R2** Pupils can bring information about the current content on “family life with family members and family members’ physical appearances and physical features” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.4.R3** Pupils can make meaning of/derive meaning from the current content about “family life with family members and family members’ physical appearances and physical features” by reading it carefully. **ENG.2.4.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life with family members and family members’ physical appearances and physical features” for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.V1** Pupils can select and use the target vocabulary of the current content about “family life with family members and family members’ physical appearances and physical features” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.G1** Pupils can select and use the language including target grammatical elements of the current content about “family life with family members and family members’ physical appearances and physical features” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.W1** Pupils can get ready for the writing-expression process about the current content on “family life with family members and family members’ physical appearances and physical features” in an age- and level-appropriate way. **ENG.2.4.W2** Pupils can copy the model/example on the writing task about the current content on “family life with family members and family members’ physical appearances and physical features” based on the model/example provided to practise for further writing activities. **ENG.2.4.W3** Pupils can organise and form a content for the assigned writing task on the current content “family life with family members and family members’ physical appearances and physical features” based on the model/example provided. **ENG.2.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “family life with family members and family members’ physical appearances and physical features”. **ENG.2.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “family life with family members and family members’ physical appearances and physical features” to communicate with other people. **ENG.2.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “family life with family members and family members’ physical appearances and physical features” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.S1** Pupils can get ready for the speaking-expression process about the current content on “family life with family members and family members’ physical appearances and physical features” with the help of supplementary audio-visual materials. **ENG.2.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “family life with family members and family members’ physical appearances and physical features”. **ENG.2.4.S3** Pupils can organise simple new verbal content on “family life with family members and family members’ physical appearances and physical features” by speaking accurately, efficiently, and authentically. **ENG.2.4.S4** Pupils can form a simple new verbal content on “family life with family members and family members’ physical appearances and physical features” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.4.S5** Pupils can reorganise and use information about the current theme on “family life with family members and family members’ physical appearances and physical features” by reconstructing it to communicate with other people. **ENG.2.4.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression	use both digital resources and papers/cardboard. Then they can give feedback to each other using emoticons. 12 March, The Adoption of the Turkish National Anthem and Commemoration Day of Mehmet Akif Ersoy 18 March, Çanakkale Victory and Martyrs' Day 16-22 March, Turkic World and Communities Week

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks: - “To be-present (+), (-), (?)”: Language Chunks: Who is he? Who is she? He’s/ is my father. She’s/is my mother. Function: Asking and identifying people -Have/has got: Chunks: What colour eyes has your mother got? My mother’s/has got blue eyes. She’s/has got blue eyes (Description with eye colour is used to describe family members but the question form as “What colour eyes has she got? is NOT taught at this stage). Function: Describing physical features Target Social Language in Use: I’m sorry! I’m sorry, Mum! Dad! Grandma! Grandpa! That’s fine! It’s/That’s all right! All right! What about me? You look great! It’s very lovely! Look! Over there! It’s lunchtime! I’m hungry! Target Phonological Sounds in Use: I’m sorry! I’m sorry, Mum! Dad! Grandma! Grandpa! That’s fine! It’s/That’s all right! All right! What about me?	process about the current content, “family life with family members and family members’ physical appearances and physical features” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				You look great! It's very lovely! Look! Over there! It's lunchtime! I'm hungry! Target Phonological Sounds in Use: Vowel: o Consonants: k, l, m, n, p Vowel: o: (/əʊ /, /ɒ /, /ɜ: /) Consonants: k: (/k/); l: (/ l/, /l/); m: (/ m/, /m/); n: (/ n/, /n/); p: (pi /, /p/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
24	22–26 Mart	2	Theme 4: Famıly Lıfe	FAMILY LIFE: Sub-theme: Family members and family members' physical appearances and physical features Target Vocabulary in Use (with revisional vocabulary): Family members: A family, a father, a mother, a sister, a brother, a grandfather, a grandmother, a baby, a son, a daughter, a friend, mum, dad. Physical appearances (Descriptive adjectives): Nice, beautiful, blond, tall, short, handsome. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National	**ENG.2.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.L2** Pupils can bring information about the current content on "family life with family members and family members' physical appearances and physical features" together with key details and main components while listening/watching it. **ENG.2.4.L3** Pupils can make meaning of/derive meaning from the current content on "family life with family members and family members' physical appearances and physical features" through details by listening/watching it carefully. **ENG.2.4.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on "family life with family members and family members' physical appearances and physical features" in a very simple way. **ENG.2.4.P1** Pupils can select and use the target phonological elements of the current content about "family life with family members and family members' physical appearances and physical features" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.4.R1** Pupils can get ready for the reading-comprehension process about the current content on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.R2** Pupils can bring information about the current content on "family life with family members and family members' physical appearances and physical features" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.4.R3** Pupils can make meaning of/derive meaning from the current content about "family life with family members and family members' physical appearances and physical features" by reading it carefully. **ENG.2.4.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "family life with family members and family members' physical appearances and physical features" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.V1** Pupils can select and use the target vocabulary of the current content about "family life with family members and family members' physical appearances and physical features" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.G1** Pupils can select and use the language including target grammatical elements of the current content	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils are asked to make self-recordings (visual, audio) at school/ about their family members and their physical features such as the colour of their eyes or hair, or saying whether their noses or ears are big or small or whether their legs are short or long etc. They can present their work to the class by using Fact Files and avatars that they have made. They can use both digital resources and papers/cardboard. Then they can give feedback to each other using emoticons. 12 March, The Adoption of the Turkish National Anthem and Commemoration Day of Mehmet Akif Ersoy 18 March, Çanakkale Victory and Martyrs' Day 16-22 March, Turkic World and Communities Week

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks: - "To be-present (+), (-), (?)": Language Chunks: Who is he? Who is she? He's/ is my father. She's/is my mother. Function: Asking and identifying people -Have/has got: Chunks: What colour eyes has your mother	about "family life with family members and family members' physical appearances and physical features" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.4.W1** Pupils can get ready for the writing-expression process about the current content on "family life with family members and family members' physical appearances and physical features" in an age- and level-appropriate way. **ENG.2.4.W2** Pupils can copy the model/example on the writing task about the current content on "family life with family members and family members' physical appearances and physical features" based on the model/example provided to practise for further writing activities. **ENG.2.4.W3** Pupils can organise and form a content for the assigned writing task on the current content "family life with family members and family members' physical appearances and physical features" based on the model/ example provided. **ENG.2.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "family life with family members and family members' physical appearances and physical features". **ENG.2.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "family life with family members and family members' physical appearances and physical features" to communicate with other people. **ENG.2.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "family life with family members and family members' physical appearances and physical features" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.4.S1** Pupils can get ready for the speaking-expression process about the current content on "family life with family members and family members' physical appearances and physical features" with the help of supplementary audio-visual materials. **ENG.2.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "family life with family members and family members' physical appearances and physical features". **ENG.2.4.S3** Pupils can organise simple new verbal content on "family life with family members and family members' physical appearances and physical features" by speaking accurately, efficiently, and authentically. **ENG.2.4.S4** Pupils can form a simple new verbal content on "family life with family members and family members' physical appearances and physical features" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.4.S5** Pupils can reorganise and use information about the current theme on "family life with family members and family members' physical appearances and physical features" by reconstructing it to communicate with other people. **ENG.2.4.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "family life with family members and family members' physical appearances and physical features" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				got? My mother's/has got blue eyes. She's/has got blue eyes (Description with eye colour is used to describe family members but the question form as "What colour eyes has she got? is NOT taught at this stage). Function: Describing physical features Target Social Language in Use: I'm sorry! I'm sorry, Mum! Dad! Grandma! Grandpa! That's fine! It's/That's all right! All right! What about me? You look great! It's very lovely! Look! Over there! It's lunchtime! I'm hungry! Target Phonological Sounds in Use: I'm sorry! I'm sorry, Mum! Dad! Grandma! Grandpa! That's fine! It's/That's all right! All right! What about me? You look great! It's very lovely! Look! Over there! It's lunchtime! I'm hungry! Target Phonological Sounds in Use: Vowel: o Consonants: k, l, m, n, p Vowel: o: (/əʊ/, /ɒ/, /ɜːʳ/) Consonants: k: (/k/); l: (/l/, /ɫ/); m: (/m/, /ɱ/); n: (/n/, /ɳ/); p: (pi/, /pʰ/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				words including them will be practised through pronunciation activities in the theme.		
25	29 Mart – 2 Nisan	2	Theme 5: Homes & Houses & Neıghbourhoods	HOMES & HOUSES & NEIGHBOURHOODS Sub-themes: Parts, rooms and furniture in the house; pets in the house Target Vocabulary in Use (with revisional vocabulary): Parts of the house: A bedroom, a bathroom, sitting-room (living room-AmE.), a kitchen, a garden, a dining room, a balcony, a doorbell, a dollhouse. House furniture: A bed, a sofa, a coffee table. Pets in the house: A pet, a dog, a cat, a rabbit, a bird, a (gold)fish. Parts of the body of a pet: A tail, whiskers, a claw, a paw, a beak. Preposition of a place: In, on. Verbs: to dance. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be	**ENG.2.5.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; **ENG.2.5.L2** Pupils can bring information about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” together with key details and **ENG.2.5.L3** Pupils can make meaning of/derive meaning from the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” through details by listening/ watching it carefully. **ENG.2.5.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” in a very simple way. **ENG.2.5.P1** Pupils can select and use the target phonological elements of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.5.R1** Pupils can get ready for the reading-comprehension process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”. **ENG.2.5.R2** Pupils can bring information about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.5.R3** Pupils can make meaning of/derive meaning from the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” by reading it carefully. **ENG.2.5.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the readingcomprehension process about the current content, “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” for reflection in relation to themselves or others, both individually and/ or with others. **ENG.2.5.V1** Pupils can select and use the target vocabulary of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.5.G1** Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.5.W1** Pupils can get ready for the writing-expression process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” in an age- and level-appropriate way. **ENG.2.5.W2** Pupils can copy the model/example on the writing task about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” based on the model/example provided to practise for further writing activities. **ENG.2.5.W3** Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” based on the model/ example provided. **ENG.2.5.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”. **ENG.2.5.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” to communicate with other people. **ENG.2.5.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and neighbourhoods with parts, rooms and furniture	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils make self-recordings (visual, audio) at school/ at home of their house, their rooms, the furniture in their houses, and their pets by presenting the models that they can make by cardboard or Web 2.0 programmes. This performance will be evaluated using rubrics. Library Week

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks: "Have got/has got": (We've/have got a house. We've got two pets). Function: Expressing possession or ownership of objects. "To be" - present: (Where's/is the bed? The bed is in the bedroom. Where's/is the cat? The cat is in the kitchen). Function: Describing the location of objects. "There is/there are": (There are five cats in the sitting room). Function: Describing the existence or presence of objects. Target Social Language in Use: Here's a...! Come and see!	in the house; pets in the house" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.5.S1** Pupils can get ready for speaking-expression process about the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" with the help of supplementary audio-visual materials. **ENG.2.5.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house". **ENG.2.5.S3** Pupils can organise simple new verbal content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" by speaking accurately, efficiently, and authentically. **ENG.2.5.S4** Pupils can form a simple new verbal content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.5.S5** Pupils can reorganise and use information about the current theme on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" by reconstructing it to communicate with other people. **ENG.2.5.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Let's look at...! Come on! Hold on. Really? That looks great! Look around! Listen to music! Target Phonological Sounds in Use: q, r, s, t, v, w Consonants: q: (/kju /); r: (/ (ɚr), /r/ (AmE.)); s: (/s/, / s/, ʑ/); t: (/ti /, / t/); v: (/vi /, ʏ/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
26	5–9 Nisan	2	Theme 5: Homes & Houses & Neıghbourhoods	HOMES & HOUSES & NEIGHBOURHOODS Sub-themes: Parts, rooms and furniture in the house; pets in the house Target Vocabulary in Use (with revisional vocabulary): Parts of the house: A bedroom, a bathroom, sitting-room (living room-AmE.), a kitchen, a garden, a dining room, a balcony, a doorbell, a dollhouse. House furniture: A bed, a sofa, a coffee table. Pets in the house: A pet, a dog, a cat, a rabbit, a bird, a (gold)fish. Parts of the body of a pet: A tail, whiskers, a claw, a paw, a beak. Preposition of a place: In, on. Verbs: to dance. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National	**ENG.2.5.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; **ENG.2.5.L2** Pupils can bring information about the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" together with key details and **ENG.2.5.L3** Pupils can make meaning of/derive meaning from the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" through details by listening/ watching it carefully. **ENG.2.5.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" in a very simple way. **ENG.2.5.P1** Pupils can select and use the target phonological elements of the current content about "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.5.R1** Pupils can get ready for the reading-comprehension process about the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house". **ENG.2.5.R2** Pupils can bring information about the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.5.R3** Pupils can make meaning of/derive meaning from the current content about "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" by reading it carefully. **ENG.2.5.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the readingcomprehension process about the current content, "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" for reflection in relation to themselves or others, both individually and/ or with others. **ENG.2.5.V1** Pupils can select and use the target vocabulary of the current content about "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.5.G1** Pupils can select and use the language including target grammatical elements of the current content about "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house"	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils make self-recordings (visual, audio) at school/ at home of their house, their rooms, the furniture in their houses, and their pets by presenting the models that they can make by cardboard or Web 2.0 programmes. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks: "Have got/has got": (We've/have got a house. We've got two pets). Function: Expressing	accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.5.W1** Pupils can get ready for the writing-expression process about the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" in an age- and level-appropriate way. **ENG.2.5.W2** Pupils can copy the model/example on the writing task about the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" based on the model/example provided to practise for further writing activities. **ENG.2.5.W3** Pupils can organise and form a content for the assigned writing task on the current content "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" based on the model/example provided. **ENG.2.5.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house". **ENG.2.5.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" to communicate with other people. **ENG.2.5.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.5.S1** Pupils can get ready for speaking-expression process about the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" with the help of supplementary audio-visual materials. **ENG.2.5.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house". **ENG.2.5.S3** Pupils can organise simple new verbal content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" by speaking accurately, efficiently, and authentically. **ENG.2.5.S4** Pupils can form a simple new verbal content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.5.S5** Pupils can reorganise and use information about the current theme on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" by reconstructing it to communicate with other people. **ENG.2.5.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				possession or ownership of objects. “To be” - present: (Where’s/is the bed? The bed is in the bedroom. Where’s/is the cat? The cat is in the kitchen). Function: Describing the location of objects. “There is/there are”: (There are five cats in the sitting room). Function: Describing the existence or presence of objects. Target Social Language in Use: Here’s a…! Come and see! Let’s look at…! Come on! Hold on. Really? That looks great! Look around! Listen to music! Target Phonological Sounds in Use: q, r, s, t, v, w Consonants: q: (/kju /); r: (/ (ɚr), /r/ (AmE.)); s: (/s/, /ʃ/); t: (/ti /, /t/); v: (/vi /, /v/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
27	12–16 Nisan	2	Theme 5: Homes & Houses & Neıghbourhoods	HOMES & HOUSES & NEIGHBOURHOODS Sub-themes: Parts, rooms and furniture in the house; pets in the house Target Vocabulary in Use (with revisional vocabulary): Parts of the house: A bedroom, a bathroom, sitting-room (living room-AmE.), a kitchen, a	**ENG.2.5.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; **ENG.2.5.L2** Pupils can bring information about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” together with key details and **ENG.2.5.L3** Pupils can make meaning of/derive meaning from the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” through details by listening/ watching it carefully. **ENG.2.5.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” in a very simple way. **ENG.2.5.P1** Pupils can select and use the target phonological elements of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately,	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils make self-recordings (visual, audio) at school/ at home of their house, their rooms, the furniture in their houses, and their pets by presenting the models that they can make by cardboard or Web 2.0 programmes. This performance will be evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				garden, a dining room, a balcony, a doorbell, a dollhouse. House furniture: A bed, a sofa, a coffee table. Pets in the house: A pet, a dog, a cat, a rabbit, a bird, a (gold)fish. Parts of the body of a pet: A tail, whiskers, a claw, a paw, a beak. Preposition of a place: In, on. Verbs: to dance. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across	authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.5.R1** Pupils can get ready for the reading-comprehension process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”. **ENG.2.5.R2** Pupils can bring information about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.5.R3** Pupils can make meaning of/derive meaning from the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” by reading it carefully. **ENG.2.5.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the readingcomprehension process about the current content, “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.5.V1** Pupils can select and use the target vocabulary of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.5.G1** Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.5.W1** Pupils can get ready for the writing-expression process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” in an age- and level-appropriate way. **ENG.2.5.W2** Pupils can copy the model/example on the writing task about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” based on the model/example provided to practise for further writing activities. **ENG.2.5.W3** Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” based on the model/example provided. **ENG.2.5.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”. **ENG.2.5.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” to communicate with other people. **ENG.2.5.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.5.S1** Pupils can get ready for speaking-expression process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” with the help of supplementary audio-visual materials. **ENG.2.5.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”. **ENG.2.5.S3** Pupils can organise simple new verbal content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” by speaking accurately, efficiently, and authentically. **ENG.2.5.S4** Pupils can form a simple new verbal content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.5.S5** Pupils can reorganise and use information about the current theme on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” by reconstructing it to communicate with other people. **ENG.2.5.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks: "Have got/has got": (We've/have got a house. We've got two pets). Function: Expressing possession or ownership of objects. "To be" - present: (Where's/is the bed? The bed is in the bedroom. Where's/is the cat? The cat is in the kitchen). Function: Describing the location of objects. "There is/there are": (There are five cats in the sitting room). Function: Describing the existence or presence of objects. Target Social Language in Use: Here's a…! Come and see! Let's look at…! Come on! Hold on. Really? That looks great! Look around! Listen to music! Target Phonological Sounds in Use: q, r, s, t, v, w Consonants: q: (/kju□ /); r: (/□ □(ƀr), /r/ (AmE.)); s: (/s/, /□ s/, ƶ/); t: (/ti□ /, /t/); v: (/vi□ /, ⱱ/) *No pronunciation symbols will be provided in any material written for the pupils, only the	process about the current content, "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				sounds in the words including them will be practised through pronunciation activities in the theme.		
28	19–23 Nisan	2	Theme 5: Homes & Houses & Neıghbourhoods	HOMES & HOUSES & NEIGHBOURHOODS Sub-themes: Parts, rooms and furniture in the house; pets in the house Target Vocabulary in Use (with revisional vocabulary): Parts of the house: A bedroom, a bathroom, sitting-room (living room-AmE.), a kitchen, a garden, a dining room, a balcony, a doorbell, a dollhouse. House furniture: A bed, a sofa, a coffee table. Pets in the house: A pet, a dog, a cat, a rabbit, a bird, a (gold)fish. Parts of the body of a pet: A tail, whiskers, a claw, a paw, a beak. Preposition of a place: In, on. Verbs: to dance. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and	**ENG.2.5.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; **ENG.2.5.L2** Pupils can bring information about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” together with key details and **ENG.2.5.L3** Pupils can make meaning of/derive meaning from the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” through details by listening/ watching it carefully. **ENG.2.5.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” in a very simple way. **ENG.2.5.P1** Pupils can select and use the target phonological elements of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.5.R1** Pupils can get ready for the reading-comprehension process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”. **ENG.2.5.R2** Pupils can bring information about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.5.R3** Pupils can make meaning of/derive meaning from the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” by reading it carefully. **ENG.2.5.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the readingcomprehension process about the current content, “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” for reflection in relation to themselves or others, both individually and/ or with others. **ENG.2.5.V1** Pupils can select and use the target vocabulary of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.5.G1** Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.5.W1** Pupils can get ready for the writing-expression process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” in an age- and level-appropriate way. **ENG.2.5.W2** Pupils can copy the model/example on the writing task about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” based on the model/example provided to practise for further writing activities. **ENG.2.5.W3** Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” based on the model/ example provided. **ENG.2.5.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”. **ENG.2.5.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” to communicate with other people. **ENG.2.5.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils make self-recordings (visual, audio) at school/ at home of their house, their rooms, the furniture in their houses, and their pets by presenting the models that they can make by cardboard or Web 2.0 programmes. This performance will be evaluated using rubrics. 23 April, National Sovereignty and Children's Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks: "Have got/has got": (We've/have got a house. We've got two pets). Function: Expressing possession or ownership of objects. "To be" - present: (Where's/is the bed? The bed is in the bedroom. Where's/is the cat? The cat is in the kitchen). Function: Describing the location of objects. "There is/there are": (There are five cats in the sitting room). Function: Describing the existence or presence of objects. Target Social Language in Use: Here's a...!	expression process about the current content, "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.5.S1** Pupils can get ready for speaking-expression process about the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" with the help of supplementary audio-visual materials. **ENG.2.5.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house". **ENG.2.5.S3** Pupils can organise simple new verbal content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" by speaking accurately, efficiently, and authentically. **ENG.2.5.S4** Pupils can form a simple new verbal content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.5.S5** Pupils can reorganise and use information about the current theme on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" by reconstructing it to communicate with other people. **ENG.2.5.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Come and see! Let's look at...! Come on! Hold on. Really? That looks great! Look around! Listen to music! Target Phonological Sounds in Use: q, r, s, t, v, w Consonants: q: (/kju /); r: (/ (ƀr), /r/ (AmE.)); s: (/s/, / s/, ƶ/); t: (/ti /, / t/); v: (/vi /, ⱴ/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
29	26–30 Nisan	2	Theme 5: Homes & Houses & Neıghbourhoods	HOMES & HOUSES & NEIGHBOURHOODS Sub-themes: Parts, rooms and furniture in the house; pets in the house Target Vocabulary in Use (with revisional vocabulary): Parts of the house: A bedroom, a bathroom, sitting-room (living room-AmE.), a kitchen, a garden, a dining room, a balcony, a doorbell, a dollhouse. House furniture: A bed, a sofa, a coffee table. Pets in the house: A pet, a dog, a cat, a rabbit, a bird, a (gold)fish. Parts of the body of a pet: A tail, whiskers, a claw, a paw, a beak. Preposition of a place: In, on. Verbs: to dance. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day",	**ENG.2.5.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; **ENG.2.5.L2** Pupils can bring information about the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" together with key details and **ENG.2.5.L3** Pupils can make meaning of/derive meaning from the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" through details by listening/ watching it carefully. **ENG.2.5.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" in a very simple way. **ENG.2.5.P1** Pupils can select and use the target phonological elements of the current content about "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.5.R1** Pupils can get ready for the reading-comprehension process about the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house". **ENG.2.5.R2** Pupils can bring information about the current content on "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.5.R3** Pupils can make meaning of/derive meaning from the current content about "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" by reading it carefully. **ENG.2.5.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the readingcomprehension process about the current content, "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" for reflection in relation to themselves or others, both individually and/ or with others. **ENG.2.5.V1** Pupils can select and use the target vocabulary of the current content about "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.5.G1** Pupils can select and use the language including target grammatical elements of the current content	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils make self-recordings (visual, audio) at school/ at home of their house, their rooms, the furniture in their houses, and their pets by presenting the models that they can make by cardboard or Web 2.0 programmes. This performance will be evaluated using rubrics. 29 April, Kût'ül Amâre Victory 1 May, Labour Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				“23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks: “Have got/has got”: (We’ve/have got a house. We’ve got two pets).	about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.5.W1** Pupils can get ready for the writing-expression process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” in an age- and level-appropriate way. **ENG.2.5.W2** Pupils can copy the model/example on the writing task about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” based on the model/example provided to practise for further writing activities. **ENG.2.5.W3** Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” based on the model/example provided. **ENG.2.5.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”. **ENG.2.5.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” to communicate with other people. **ENG.2.5.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.5.S1** Pupils can get ready for speaking-expression process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” with the help of supplementary audio-visual materials. **ENG.2.5.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”. **ENG.2.5.S3** Pupils can organise simple new verbal content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” by speaking accurately, efficiently, and authentically. **ENG.2.5.S4** Pupils can form a simple new verbal content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.5.S5** Pupils can reorganise and use information about the current theme on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” by reconstructing it to communicate with other people. **ENG.2.5.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Function: Expressing possession or ownership of objects. “To be” - present: (Where’s/is the bed? The bed is in the bedroom. Where’s/is the cat? The cat is in the kitchen). Function: Describing the location of objects. “There is/there are”: (There are five cats in the sitting room). Function: Describing the existence or presence of objects. Target Social Language in Use: Here’s a…! Come and see! Let’s look at…! Come on! Hold on. Really? That looks great! Look around! Listen to music! Target Phonological Sounds in Use: q, r, s, t, v, w Consonants: q: (/kju /); r: (/ (ɚr), /r/ (AmE.)); s: (/s/, / s/, ʑ/); t: (/ti /, / t/); v: (/vi /, ʏ/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
30	3–7 Mayıs	2	Theme 6: Lıfe In The Cıty & The World	LIFE IN THE CITY & THE WORLD Sub-themes: Basic food types, items, and meals Target Vocabulary in Use (with revisional vocabulary): Liquids: Water, milk, ayran, tea, coffee. Fruits: Tomatoes, bananas, apples, oranges, pears,	**ENG.2.6.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “life in the city and the world with basic food types, items, and meals”. **ENG.2.6.L2** Pupils can bring information about the current content on “life in the city and the world with basic food types, items, and meals” together with key details and main components while listening/watching it. **ENG.2.6.L3** Pupils can make meaning of/derive meaning from the current content on “life in the city and the world with basic food types, items, and meals” through details by listening/watching it carefully. **ENG.2.6.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “life in the city and the world with basic food types, items, and meals” in a very simple way. **ENG.2.6.P1** Pupils can select and use the target phonological elements of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, and naturally through spontaneous	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils work on self-recordings (visual, audio) at school/ at home presenting an interview with a classmate/friend/ family member about their preferences for food with pictures and/or realia. The assignment is evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				strawberries, grapes, cherries. Vegetables: Potatoes, carrots, beans, peppers, lettuce, cucumbers, spinach, broccoli, garlic, cauliflower, courgette. Basic food: Chicken, fish, bread, meat, eggs. Quantifiers: Some (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks "I've/have got some beans. She's/has got some bread". *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases,	selection and using it in an appropriate and effective way when communicating with others. **ENG.2.6.R1** Pupils can get ready for the reading-comprehension process about the current content on "life in the city and the world with basic food types, items, and meals". **ENG.2.6.R2** Pupils can bring information about the current content on "life in the city and the world with basic food types, items, and meals" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.6.R3** Pupils can make meaning of/derive meaning from the current content about "life in the city and the world with basic food types, items, and meals" by reading it carefully. **ENG.2.6.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the city and the world with basic food types, items, and meals" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.6.V1** Pupils can select and use the target vocabulary of the current content about "life in the city and the world with basic food types, items, and meals" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.G1** Pupils can select and use the language including target grammatical elements of the current content about "life in the city and the world with basic food types, items, and meals" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.W1** Pupils can get ready for the writing-expression process about the current content on "life in the city and the world with basic food types, items, and meals" in an age- and level-appropriate way. **ENG.2.6.W2** Pupils can copy the model/example on the writing task about the current content on "life in the city and the world with basic food types, items, and meals" based on the model/example provided to practise for further writing activities. **ENG.2.6.W3** Pupils can organise and form a content for the assigned writing task on the current content "life in the city and the world with basic food types, items, and meals" based on the model/example provided. **ENG.2.6.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "life in the city and the world with basic food types, items, and meals". **ENG.2.6.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "life in the city and the world with basic food types, items, and meals" to communicate with other people. **ENG.2.6.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing expression process about the current content, "life in the city and the world with basic food types, items, and meals" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.6.S1** Pupils can get ready for the speaking-expression process about the current content on "life in the city and the world with basic food types, items, and meals" with the help of supplementary audio-visual materials. **ENG.2.6.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "life in the city and the world with basic food types, items, and meals". **ENG.2.6.S3** Pupils can organise simple new verbal content on "life in the city and the world with basic food types, items, and meals" by speaking accurately, efficiently, and authentically. **ENG.2.6.S4** Pupils can form a simple new verbal content on "life in the city and the world with basic food types, items, and meals" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.6.S5** Pupils can reorganise and use information about the current theme on "life in the city and the world with basic food types, items, and meals" by reconstructing it to communicate with other people. **ENG.2.6.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "life in the city and the world with basic food types, items, and meals" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: Structures will be introduced and used through language chunks rather than explicit rule teaching (no rules will be taught). "The Simple Present Tense": Do you like bread? Yes, I do. Do you like beans? No, I don't. Function: Telling preferences for food. "There is/ There are" (with only countable nouns): (Is there a banana in the kitchen?) Yes, there is. No, there isn't). (Are there any bananas in the kitchen? Yes, there are. No there aren't). Function: Talking about the existence of food. Can for possibility: Can I have bread? Yes, you can. No, you can't. Function: Making polite requests. Target Social Language in Use: I'm hungry! I'm thirsty! Yummy!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				It’s delicious! Time for breakfast/ lunch/dinner! Thanks for breakfast/ lunch/dinner! Enjoy your meal! Let’s go and meet them! Target Phonological Sounds in Use: Vowels: u Consonants: w, x, y, z Vowel: u: (/ju /, / /, / ju /) w: (/w/); x: (/ ks/, /ks/, / gz/); y: (/wa /, /j/, / /, / i /)z: / (zed/ (Br), /zi / (AmE.), /z/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
31	10–14 Mayıs	2	Theme 6: Lıfe In The Cıty & The World	LIFE IN THE CITY & THE WORLD Sub-themes: Basic food types, items, and meals Target Vocabulary in Use (with revisional vocabulary): Liquids: Water, milk, ayran, tea, coffee. Fruits: Tomatoes, bananas, apples, oranges, pears, strawberries, grapes, cherries. Vegetables: Potatoes, carrots, beans, peppers, lettuce, cucumbers, spinach, broccoli, garlic, cauliflower, courgette. Basic food: Chicken, fish, bread, meat, eggs. Quantifiers: Some (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks	**ENG.2.6.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “life in the city and the world with basic food types, items, and meals”. **ENG.2.6.L2** Pupils can bring information about the current content on “life in the city and the world with basic food types, items, and meals” together with key details and main components while listening/watching it. **ENG.2.6.L3** Pupils can make meaning of/derive meaning from the current content on “life in the city and the world with basic food types, items, and meals” through details by listening/watching it carefully. **ENG.2.6.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on “life in the city and the world with basic food types, items, and meals” in a very simple way. **ENG.2.6.P1** Pupils can select and use the target phonological elements of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.6.R1** Pupils can get ready for the reading-comprehension process about the current content on “life in the city and the world with basic food types, items, and meals”. **ENG.2.6.R2** Pupils can bring information about the current content on “life in the city and the world with basic food types, items, and meals” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.6.R3** Pupils can make meaning of/derive meaning from the current content about “life in the city and the world with basic food types, items, and meals” by reading it carefully. **ENG.2.6.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the city and the world with basic food types, items, and meals” for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.6.V1** Pupils can select and use the target vocabulary of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.G1** Pupils can select and use the language including target grammatical elements of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, spontaneously,	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils work on self-recordings (visual, audio) at school/ at home presenting an interview with a classmate/friend/ family member about their preferences for food with pictures and/or realia. The assignment is evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				“I’ve/have got some beans. She’s/has got some bread”. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language	and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.W1** Pupils can get ready for the writing-expression process about the current content on “life in the city and the world with basic food types, items, and meals” in an age- and level-appropriate way. **ENG.2.6.W2** Pupils can copy the model/example on the writing task about the current content on “life in the city and the world with basic food types, items, and meals” based on the model/example provided to practise for further writing activities. **ENG.2.6.W3** Pupils can organise and form a content for the assigned writing task on the current content “life in the city and the world with basic food types, items, and meals” based on the model/example provided. **ENG.2.6.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “life in the city and the world with basic food types, items, and meals”. **ENG.2.6.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “life in the city and the world with basic food types, items, and meals” to communicate with other people. **ENG.2.6.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing expression process about the current content, “life in the city and the world with basic food types, items, and meals” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.6.S1** Pupils can get ready for the speaking-expression process about the current content on “life in the city and the world with basic food types, items, and meals” with the help of supplementary audio-visual materials. **ENG.2.6.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “life in the city and the world with basic food types, items, and meals”. **ENG.2.6.S3** Pupils can organise simple new verbal content on “life in the city and the world with basic food types, items, and meals” by speaking accurately, efficiently, and authentically. **ENG.2.6.S4** Pupils can form a simple new verbal content on “life in the city and the world with basic food types, items, and meals” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.6.S5** Pupils can reorganise and use information about the current theme on “life in the city and the world with basic food types, items, and meals” by reconstructing it to communicate with other people. **ENG.2.6.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “life in the city and the world with basic food types, items, and meals” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Curriculum. Target Language Chunks in Use: Structures will be introduced and used through language chunks rather than explicit rule teaching (no rules will be taught). “The Simple Present Tense”: Do you like bread? Yes, I do. Do you like beans? No, I don’t. Function: Telling preferences for food. “There is/ There are” (with only countable nouns): (Is there a banana in the kitchen?) Yes, there is. No, there isn’t). (Are there any bananas in the kitchen? Yes, there are. No there aren’t). Function: Talking about the existence of food. Can for possibility: Can I have bread? Yes, you can. No, you can’t. Function: Making polite requests. Target Social Language in Use: I’m hungry! I’m thirsty! Yummy! It’s delicious! Time for breakfast/ lunch/dinner! Thanks for breakfast/ lunch/dinner! Enjoy your meal! Let’s go and meet them! Target Phonological Sounds in Use: Vowels: u Consonants: w, x, y, z Vowel: u: (/ju /, / /, / ju /) w: (/w/); x: (/ ks/, /ks/, / gz/); y: (/wa /, /j/, / /, / i /)z: / (zed/ (Br), /zi / (AmE.), /z/)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
32	17–21 Mayıs	2	Theme 6: Lıfe In The Cıty & The World	LIFE IN THE CITY & THE WORLD Sub-themes: Basic food types, items, and meals Target Vocabulary in Use (with revisional vocabulary): Liquids: Water, milk, ayran, tea, coffee. Fruits: Tomatoes, bananas, apples, oranges, pears, strawberries, grapes, cherries. Vegetables: Potatoes, carrots, beans, peppers, lettuce, cucumbers, spinach, broccoli, garlic, cauliflower, courgette. Basic food: Chicken, fish, bread, meat, eggs. Quantifiers: Some (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks “I’ve/have got some beans. She’s/has got some bread”. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”,	**ENG.2.6.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “life in the city and the world with basic food types, items, and meals”. **ENG.2.6.L2** Pupils can bring information about the current content on “life in the city and the world with basic food types, items, and meals” together with key details and main components while listening/watching it. **ENG.2.6.L3** Pupils can make meaning of/derive meaning from the current content on “life in the city and the world with basic food types, items, and meals” through details by listening/watching it carefully. **ENG.2.6.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “life in the city and the world with basic food types, items, and meals” in a very simple way. **ENG.2.6.P1** Pupils can select and use the target phonological elements of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.6.R1** Pupils can get ready for the reading-comprehension process about the current content on “life in the city and the world with basic food types, items, and meals”. **ENG.2.6.R2** Pupils can bring information about the current content on “life in the city and the world with basic food types, items, and meals” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.6.R3** Pupils can make meaning of/derive meaning from the current content about “life in the city and the world with basic food types, items, and meals” by reading it carefully. **ENG.2.6.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the city and the world with basic food types, items, and meals” for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.6.V1** Pupils can select and use the target vocabulary of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.G1** Pupils can select and use the language including target grammatical elements of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.W1** Pupils can get ready for the writing-expression process about the current content on “life in the city and the world with basic food types, items, and meals” in an age- and level-appropriate way. **ENG.2.6.W2** Pupils can copy the model/example on the writing task about the current content on “life in the city and the world with basic food types, items, and meals” based on the model/example provided to practise for further writing activities. **ENG.2.6.W3** Pupils can organise and form a content for the assigned writing task on the current content “life in the city and the world with basic food types, items, and meals” based on the model/example provided. **ENG.2.6.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “life in the city and the world with basic food types, items, and meals”. **ENG.2.6.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “life in the city and the world with basic food types, items, and meals” to communicate with other people. **ENG.2.6.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing expression process about the current content, “life in the city and the world with basic food types, items, and meals” very simply for reflection in relation to themselves or others, both individually and/or with others.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils work on self-recordings (visual, audio) at school/ at home presenting an interview with a classmate/friend/ family member about their preferences for food with pictures and/or realia. The assignment is evaluated using rubrics. 19 May, The Commemoration of Atatürk, Youth and Sports Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				“Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: Structures will be introduced and used through language chunks rather than explicit rule teaching (no rules will be taught). “The Simple Present Tense”: Do you like bread? Yes, I do. Do you like beans? No, I don’t. Function: Telling	**ENG.2.6.S1** Pupils can get ready for the speaking-expression process about the current content on “life in the city and the world with basic food types, items, and meals” with the help of supplementary audio-visual materials. **ENG.2.6.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “life in the city and the world with basic food types, items, and meals”. **ENG.2.6.S3** Pupils can organise simple new verbal content on “life in the city and the world with basic food types, items, and meals” by speaking accurately, efficiently, and authentically. **ENG.2.6.S4** Pupils can form a simple new verbal content on “life in the city and the world with basic food types, items, and meals” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.6.S5** Pupils can reorganise and use information about the current theme on “life in the city and the world with basic food types, items, and meals” by reconstructing it to communicate with other people. **ENG.2.6.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “life in the city and the world with basic food types, items, and meals” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				preferences for food. “There is/ There are” (with only countable nouns): (Is there a banana in the kitchen?) Yes, there is. No, there isn’t). (Are there any bananas in the kitchen? Yes, there are. No there aren’t). Function: Talking about the existence of food. Can for possibility: Can I have bread? Yes, you can. No, you can’t. Function: Making polite requests. Target Social Language in Use: I’m hungry! I’m thirsty! Yummy! It’s delicious! Time for breakfast/ lunch/dinner! Thanks for breakfast/ lunch/dinner! Enjoy your meal! Let’s go and meet them! Target Phonological Sounds in Use: Vowels: u Consonants: w, x, y, z Vowel: u: (/ju /, / /, / ju /) w: (/w/); x: (/ ks/, /ks/, / gz/); y: (/wa /, j/, / /, / i /)z: / (zed/ (Br), /zi / (AmE.), /z/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
33	24–28 Mayıs	SCHOOL BASED PLANNING				29 May, Conquest of İstanbul
34	31 Mayıs – 4 Haziran	2	Theme 6: Lıfe In The Cıty & The World	LIFE IN THE CITY & THE WORLD Sub-themes: Basic food	**ENG.2.6.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “life in the city and the world with basic food types, items, and meals”.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				types, items, and meals Target Vocabulary in Use (with revisional vocabulary): Liquids: Water, milk, ayran, tea, coffee. Fruits: Tomatoes, bananas, apples, oranges, pears, strawberries, grapes, cherries. Vegetables: Potatoes, carrots, beans, peppers, lettuce, cucumbers, spinach, broccoli, garlic, cauliflower, courgette. Basic food: Chicken, fish, bread, meat, eggs. Quantifiers: Some (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks "I've/have got some beans. She's/has got some bread". *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all	**ENG.2.6.L2** Pupils can bring information about the current content on "life in the city and the world with basic food types, items, and meals" together with key details and main components while listening/watching it. **ENG.2.6.L3** Pupils can make meaning of/derive meaning from the current content on "life in the city and the world with basic food types, items, and meals" through details by listening/watching it carefully. **ENG.2.6.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "life in the city and the world with basic food types, items, and meals" in a very simple way. **ENG.2.6.P1** Pupils can select and use the target phonological elements of the current content about "life in the city and the world with basic food types, items, and meals" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.6.R1** Pupils can get ready for the reading-comprehension process about the current content on "life in the city and the world with basic food types, items, and meals". **ENG.2.6.R2** Pupils can bring information about the current content on "life in the city and the world with basic food types, items, and meals" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.6.R3** Pupils can make meaning of/derive meaning from the current content about "life in the city and the world with basic food types, items, and meals" by reading it carefully. **ENG.2.6.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the city and the world with basic food types, items, and meals" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.6.V1** Pupils can select and use the target vocabulary of the current content about "life in the city and the world with basic food types, items, and meals" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.G1** Pupils can select and use the language including target grammatical elements of the current content about "life in the city and the world with basic food types, items, and meals" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.W1** Pupils can get ready for the writing-expression process about the current content on "life in the city and the world with basic food types, items, and meals" in an age- and level-appropriate way. **ENG.2.6.W2** Pupils can copy the model/example on the writing task about the current content on "life in the city and the world with basic food types, items, and meals" based on the model/example provided to practise for further writing activities. **ENG.2.6.W3** Pupils can organise and form a content for the assigned writing task on the current content "life in the city and the world with basic food types, items, and meals" based on the model/example provided. **ENG.2.6.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "life in the city and the world with basic food types, items, and meals". **ENG.2.6.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "life in the city and the world with basic food types, items, and meals" to communicate with other people. **ENG.2.6.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing expression process about the current content, "life in the city and the world with basic food types, items, and meals" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.6.S1** Pupils can get ready for the speaking-expression process about the current content on "life in the city and the world with basic food types, items, and meals" with the help of supplementary audio-visual materials. **ENG.2.6.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "life in the city and the world with basic food types, items, and meals". **ENG.2.6.S3** Pupils can organise simple new verbal content on "life in the city and the world with basic food types, items, and meals" by speaking accurately, efficiently, and authentically. **ENG.2.6.S4** Pupils can form a simple new verbal content on "life in the city and the world with basic food types, items, and meals" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.6.S5** Pupils can reorganise and use information about the current theme on "life in the city and the world with basic food types, items, and meals" by reconstructing it to communicate with other people. **ENG.2.6.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression	work on self-recordings (visual, audio) at school/ at home presenting an interview with a classmate/friend/ family member about their preferences for food with pictures and/or realia. The assignment is evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: Structures will be introduced and used through language chunks rather than explicit rule teaching (no rules will be taught). "The Simple Present Tense": Do you like bread? Yes, I do. Do you like beans? No, I don't. Function: Telling preferences for food. "There is/ There are" (with only countable nouns): (Is there a banana in the kitchen?) Yes, there is. No, there isn't). (Are there any bananas in the kitchen? Yes, there are. No there aren't). Function: Talking about the existence of food. Can for possibility: Can I	process about the current content, "life in the city and the world with basic food types, items, and meals" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				have bread? Yes, you can. No, you can't. Function: Making polite requests. Target Social Language in Use: I'm hungry! I'm thirsty! Yummy! It's delicious! Time for breakfast/ lunch/dinner! Thanks for breakfast/ lunch/dinner! Enjoy your meal! Let's go and meet them! Target Phonological Sounds in Use: Vowels: u Consonants: w, x, y, z Vowel: u: (/ju /, / /, / ju /) w: (/w/); x: (/ ks/, /ks/, / gz/); y: (/wa /, /j/, / /, / i /)z: / (zed/ (Br), /zi / (AmE.), /z/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
35	7–11 Haziran	2	Theme 6: Lıfe In The Cıty & The World	LIFE IN THE CITY & THE WORLD Sub-themes: Basic food types, items, and meals Target Vocabulary in Use (with revisional vocabulary): Liquids: Water, milk, ayran, tea, coffee. Fruits: Tomatoes, bananas, apples, oranges, pears, strawberries, grapes, cherries. Vegetables: Potatoes, carrots, beans, peppers, lettuce, cucumbers, spinach, broccoli, garlic, cauliflower, courgette. Basic food: Chicken, fish,	**ENG.2.6.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "life in the city and the world with basic food types, items, and meals". **ENG.2.6.L2** Pupils can bring information about the current content on "life in the city and the world with basic food types, items, and meals" together with key details and main components while listening/watching it. **ENG.2.6.L3** Pupils can make meaning of/derive meaning from the current content on "life in the city and the world with basic food types, items, and meals" through details by listening/watching it carefully. **ENG.2.6.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "life in the city and the world with basic food types, items, and meals" in a very simple way. **ENG.2.6.P1** Pupils can select and use the target phonological elements of the current content about "life in the city and the world with basic food types, items, and meals" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.6.R1** Pupils can get ready for the reading-comprehension process about the current content on "life in the city and the world with basic food types, items, and meals". **ENG.2.6.R2** Pupils can bring information about the current content on "life in the city and the world with basic food types, items, and meals" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.6.R3** Pupils can make meaning of/derive meaning from the current content about "life in the city and the world with basic food types, items, and meals" by reading it carefully.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils work on self-recordings (visual, audio) at school/ at home presenting an interview with a classmate/friend/ family member about their preferences for food with pictures and/or realia. The assignment is evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				bread, meat, eggs. Quantifiers: Some (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks “I’ve/have got some beans. She’s/has got some bread”. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level	**ENG.2.6.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the city and the world with basic food types, items, and meals” for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.6.V1** Pupils can select and use the target vocabulary of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.G1** Pupils can select and use the language including target grammatical elements of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.W1** Pupils can get ready for the writing-expression process about the current content on “life in the city and the world with basic food types, items, and meals” in an age- and level-appropriate way. **ENG.2.6.W2** Pupils can copy the model/example on the writing task about the current content on “life in the city and the world with basic food types, items, and meals” based on the model/example provided to practise for further writing activities. **ENG.2.6.W3** Pupils can organise and form a content for the assigned writing task on the current content “life in the city and the world with basic food types, items, and meals” based on the model/example provided. **ENG.2.6.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “life in the city and the world with basic food types, items, and meals”. **ENG.2.6.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “life in the city and the world with basic food types, items, and meals” to communicate with other people. **ENG.2.6.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing expression process about the current content, “life in the city and the world with basic food types, items, and meals” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.6.S1** Pupils can get ready for the speaking-expression process about the current content on “life in the city and the world with basic food types, items, and meals” with the help of supplementary audio-visual materials. **ENG.2.6.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “life in the city and the world with basic food types, items, and meals”. **ENG.2.6.S3** Pupils can organise simple new verbal content on “life in the city and the world with basic food types, items, and meals” by speaking accurately, efficiently, and authentically. **ENG.2.6.S4** Pupils can form a simple new verbal content on “life in the city and the world with basic food types, items, and meals” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.6.S5** Pupils can reorganise and use information about the current theme on “life in the city and the world with basic food types, items, and meals” by reconstructing it to communicate with other people. **ENG.2.6.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, “life in the city and the world with basic food types, items, and meals” very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: Structures will be introduced and used through language chunks rather than explicit rule teaching (no rules will be taught). "The Simple Present Tense": Do you like bread? Yes, I do. Do you like beans? No, I don't. Function: Telling preferences for food. "There is/ There are" (with only countable nouns): (Is there a banana in the kitchen?) Yes, there is. No, there isn't). (Are there any bananas in the kitchen? Yes, there are. No there aren't). Function: Talking about the existence of food. Can for possibility: Can I have bread? Yes, you can. No, you can't. Function: Making polite requests. Target Social Language in Use: I'm hungry! I'm thirsty! Yummy! It's delicious! Time for breakfast/ lunch/dinner! Thanks for breakfast/ lunch/dinner! Enjoy your meal! Let's go and meet them! Target Phonological Sounds in Use: Vowels: u		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Consonants: w, x, y, z Vowel: u: (/juː /, /ɪ /, /juː /) w: (/w/); x: (/ks/, /gz/); y: (/waɪ /, /j/, /ɪ /, /iː /)z: / (zed/ (Br), /ziː / (AmE.), /z/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
36	14–18 Haziran	2	Theme 6: Lıfe In The Cıty & The World	LIFE IN THE CITY & THE WORLD Sub-themes: Basic food types, items, and meals Target Vocabulary in Use (with revisional vocabulary): Liquids: Water, milk, ayran, tea, coffee. Fruits: Tomatoes, bananas, apples, oranges, pears, strawberries, grapes, cherries. Vegetables: Potatoes, carrots, beans, peppers, lettuce, cucumbers, spinach, broccoli, garlic, cauliflower, courgette. Basic food: Chicken, fish, bread, meat, eggs. Quantifiers: Some (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks "I've/have got some beans. She's/has got some bread". *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May	**ENG.2.6.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "life in the city and the world with basic food types, items, and meals". **ENG.2.6.L2** Pupils can bring information about the current content on "life in the city and the world with basic food types, items, and meals" together with key details and main components while listening/watching it. **ENG.2.6.L3** Pupils can make meaning of/derive meaning from the current content on "life in the city and the world with basic food types, items, and meals" through details by listening/watching it carefully. **ENG.2.6.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on "life in the city and the world with basic food types, items, and meals" in a very simple way. **ENG.2.6.P1** Pupils can select and use the target phonological elements of the current content about "life in the city and the world with basic food types, items, and meals" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.2.6.R1** Pupils can get ready for the reading-comprehension process about the current content on "life in the city and the world with basic food types, items, and meals". **ENG.2.6.R2** Pupils can bring information about the current content on "life in the city and the world with basic food types, items, and meals" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.2.6.R3** Pupils can make meaning of/derive meaning from the current content about "life in the city and the world with basic food types, items, and meals" by reading it carefully. **ENG.2.6.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the city and the world with basic food types, items, and meals" for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.6.V1** Pupils can select and use the target vocabulary of the current content about "life in the city and the world with basic food types, items, and meals" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.G1** Pupils can select and use the language including target grammatical elements of the current content about "life in the city and the world with basic food types, items, and meals" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.2.6.W1** Pupils can get ready for the writing-expression process about the current content on "life in the city and the world with basic food types, items, and meals" in an age- and level-appropriate way. **ENG.2.6.W2** Pupils can copy the model/example on the writing task about the current content on "life in the city and the world with basic food types, items, and meals" based on the model/example provided to practise for further writing activities. **ENG.2.6.W3** Pupils can organise and form a content for the assigned writing task on the current content "life in the city and the world with basic food types, items, and meals" based on the model/example provided. **ENG.2.6.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Pupils work on self-recordings (visual, audio) at school/ at home presenting an interview with a classmate/friend/ family member about their preferences for food with pictures and/or realia. The assignment is evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: Structures will be introduced and used through language chunks rather than explicit rule teaching (no rules will be taught).	"life in the city and the world with basic food types, items, and meals". **ENG.2.6.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "life in the city and the world with basic food types, items, and meals" to communicate with other people. **ENG.2.6.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing expression process about the current content, "life in the city and the world with basic food types, items, and meals" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.2.6.S1** Pupils can get ready for the speaking-expression process about the current content on "life in the city and the world with basic food types, items, and meals" with the help of supplementary audio-visual materials. **ENG.2.6.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "life in the city and the world with basic food types, items, and meals". **ENG.2.6.S3** Pupils can organise simple new verbal content on "life in the city and the world with basic food types, items, and meals" by speaking accurately, efficiently, and authentically. **ENG.2.6.S4** Pupils can form a simple new verbal content on "life in the city and the world with basic food types, items, and meals" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.2.6.S5** Pupils can reorganise and use information about the current theme on "life in the city and the world with basic food types, items, and meals" by reconstructing it to communicate with other people. **ENG.2.6.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writingexpression process about the current content, "life in the city and the world with basic food types, items, and meals" very simply for reflection in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				“The Simple Present Tense”: Do you like bread? Yes, I do. Do you like beans? No, I don’t. Function: Telling preferences for food. “There is/ There are” (with only countable nouns): (Is there a banana in the kitchen?) Yes, there is. No, there isn’t). (Are there any bananas in the kitchen? Yes, there are. No there aren’t). Function: Talking about the existence of food. Can for possibility: Can I have bread? Yes, you can. No, you can’t. Function: Making polite requests. Target Social Language in Use: I’m hungry! I’m thirsty! Yummy! It’s delicious! Time for breakfast/ lunch/dinner! Thanks for breakfast/ lunch/dinner! Enjoy your meal! Let’s go and meet them! Target Phonological Sounds in Use: Vowels: u Consonants: w, x, y, z Vowel: u: (/ju /, / /, / ju /) w: (/w/); x: (/ ks/, /ks/, / gz/); y: (/wa /, /j/, / /, / i /)z: / (zed/ (Br), /zi / (AmE.), /z/) *No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.		
37	21–25 Haziran	2				

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
			(Sosyal etkinlik)			

Kaynak: MEB İNGİLİZCE (2-8. SINIF) TASLAK YILLIK ÇERÇEVE PLAN.xlsx (TYMM 2) · https://tymm.meb.gov.tr/assets/file/ingilizce-dersi-yillik-planlar_20260902_114918_045.zip · Kontrol: 2026-11-20. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.