2026-2027 Eğitim-Öğretim Yılı · İngilizce 3. 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	Revısıon			26 September, Turkish Language Day
3	28 Eylül – 2 Ekim	2	Revısıon			
4	5–9 Ekim	2	Theme 1: School Lıfe	Sub-themes: greetings and introductions at school; people and places at school; months of the year; ages and birthday celebrations; national days and celebrations -Greetings: How are you? I'm good, thanks! Good evening! Good afternoon! Good night! Whose birthday is in October? Do you need help? Why not? What's the matter? Be careful! Who wants to tell me…? Maybe! I have an idea! Let's talk about….. It sounds great! You must be quiet! Target Vocabulary in Use (with revisional vocabulary): -People at school: A classmate, a librarian, a school nurse, a headteacher, a caretaker. -Places at school: An art room, a music room, a meeting room, an office, a sports field, a corridor, a gym. -Birthday celebrations: Birthday, a birthday party, a candle, a cake, a balloon, a gift, summer	**ENG.3.1.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations". **ENG.3.1.L2** Pupils can bring information about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" together with key details and main components while listening/watching it. **ENG.3.1.L3** Pupils can make meaning of/derive meaning from the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" through details by listening/ watching it carefully. **ENG.3.1.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" in a very simple way. **ENG.3.1.P1** Pupils can select and use the target phonological elements of the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; 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.3.1.R1** Pupils can get ready for the reading-comprehension process about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations". **ENG.3.1.R2** Pupils can bring information about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.1.R3** Pupils can make meaning of/derive meaning from the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" by reading it carefully. **ENG.3.1.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.1.V1** Pupils can select and use the target vocabulary of the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.1.G1** Pupils can select and use the language including target grammatical elements of the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.1.W1** Pupils can get ready for the writing-expression process about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday	PERFORMANCE ASSIGNMENT: Pupils write and design "a diary page" writing about people they meet, places they go and routines they have at school by using photos they take and pictures they draw. They will present it to the class and ask the other pupils to guess who the people and places they will present in their diary/journal page. The class will make guesses about them and their guesses will be checked after the presentations. The class will rate the presentations through the rating scales or checklists given by the teacher.

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				holiday, a surprise. Months of the year: January, February, March, April, May, June, July, August, September, October, November, December. Verbs: To prepare, to decorate, to bring, to play the guitar, write a song, to ask, to find, to run, to help. *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	celebrations; national days and celebrations” in an age- and level-appropriate way. **ENG.3.1.W2** Pupils can copy the model/example on the writing task about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” based on the model/ example provided to practise for further writing activities. **ENG.3.1.W3** Pupils can organise and form a content for the assigned writing task on the current content “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” based on the model/example provided. **ENG.3.1.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”. **ENG.3.1.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” to communicate with other people. **ENG.3.1.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.1.S1** Pupils can get ready for speaking-expression process about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” with the help of supplementary audio-visual materials. **ENG.3.1.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”. **ENG.3.1.S3** Pupils can organise simple new verbal content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.3.1.S4** Pupils can form a simple new verbal content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.1.S5** Pupils can reorganise and use information about the current theme on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” by reconstructing it to communicate with other people. **ENG.3.1.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.	

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				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") (am, is, are): (+), (-), (?) Who's/is this/she/he? This is Mr. Blue. Where is Daphne? She's/is in the library. What month is it now? It's/is September. How old are you? I'm 8 years old. When's/is your birthday? It's/is in July. Function: Telling who people are, where people and things are, what month it is. -There is / There are (+), (-), (?)(Only countable nouns with numbers will be used). Is there a nurse at school? Yes, there is a nurse at school. How many caretakers (are there at school)? (There are) two caretakers (at school). Function: Describing the presence and quantity of countable nouns. -Must/ mustn't (for obligation): (+), (-), (?) You must follow the rules at school. You mustn't run in the corridor/at school. Function: Expressing obligations and prohibitions clearly. -Personal Pronouns: I, you, we, they, he, she, it Function: Referring to the speaker as the subject.		

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				-Prepositions: in, on, at Function: Describing locations, time, and positions. -WH-question words: what, where, who, when Function: Asking what a thing is, where a place is, who a person is, when a time is. -Question words: how Function: Asking how a thing is. -Demonstrative pronouns: this, that Function: “this”: Referring to something specific that is close to the speaker in space, time, or context; and “that”: referring to something specific that is farther away in space, time, or context from the speaker. Target Social Language in Use: See you later! Have a nice/good day! Have a nice/good weekend! It’s great/nice/good to see you. Take care! Cool! Happy Birthday! Target Phonological Sounds in Use: a, b Vowel a: a: (/ae/, /aeɪ/, /ə/, /a:/, /e□ /, /ɑ́:/, /a/, /□ □ /e̞ə́/) 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	**ENG.3.1.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and	PERFORMANCE ASSIGNMENT: Pupils write and design “a diary page” writing

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				school; people and places at school; months of the year; ages and birthday celebrations; national days and celebrations -Greetings: How are you? I'm good, thanks! Good evening! Good afternoon! Good night! Whose birthday is in October? Do you need help? Why not? What's the matter? Be careful! Who wants to tell me…? Maybe! I have an idea! Let's talk about….. It sounds great! You must be quiet! Target Vocabulary in Use (with revisional vocabulary): -People at school: A classmate, a librarian, a school nurse, a headteacher, a caretaker. -Places at school: An art room, a music room, a meeting room, an office, a sports field, a corridor, a gym. -Birthday celebrations: Birthday, a birthday party, a candle, a cake, a balloon, a gift, summer holiday, a surprise. Months of the year: January, February, March, April, May, June, July, August, September, October, November, December. Verbs: To prepare, to decorate, to bring, to play the guitar, write a song, to ask, to find, to run, to help. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day",	birthday celebrations; national days and celebrations". **ENG.3.1.L2** Pupils can bring information about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" together with key details and main components while listening/watching it. **ENG.3.1.L3** Pupils can make meaning of/derive meaning from the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" through details by listening/ watching it carefully. **ENG.3.1.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" in a very simple way. **ENG.3.1.P1** Pupils can select and use the target phonological elements of the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; 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.3.1.R1** Pupils can get ready for the reading-comprehension process about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations". **ENG.3.1.R2** Pupils can bring information about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.1.R3** Pupils can make meaning of/derive meaning from the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" by reading it carefully. **ENG.3.1.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.1.V1** Pupils can select and use the target vocabulary of the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.1.G1** Pupils can select and use the language including target grammatical elements of the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.1.W1** Pupils can get ready for the writing-expression process about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" in an age- and level-appropriate way. **ENG.3.1.W2** Pupils can copy the model/example on the writing task about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" based on the model/ example provided to practise for further writing activities. **ENG.3.1.W3** Pupils can organise and form a content for the assigned writing task on the current content "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" based on the model/example provided. **ENG.3.1.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations". **ENG.3.1.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" to communicate with other people.	about people they meet, places they go and routines they have at school by using photos they take and pictures they draw. They will present it to the class and ask the other pupils to guess who the people and places they will present in their diary/journal page. The class will make guesses about them and their guesses will be checked after the presentations. The class will rate the presentations through the rating scales or checklists given by the teacher.

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				“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 in Use: (“To be-present”) (am, is, are): (+), (-), (?) Who’s/is this/she/he? This is Mr. Blue.	**ENG.3.1.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.1.S1** Pupils can get ready for speaking-expression process about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” with the help of supplementary audio-visual materials. **ENG.3.1.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”. **ENG.3.1.S3** Pupils can organise simple new verbal content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.3.1.S4** Pupils can form a simple new verbal content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.1.S5** Pupils can reorganise and use information about the current theme on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” by reconstructing it to communicate with other people. **ENG.3.1.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.	

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				Where is Daphne? She's/ is in the library. What month is it now? It's/is September. How old are you? I'm 8 years old. When's/is your birthday? It's/is in July. Function: Telling who people are, where people and things are, what month it is. -There is / There are (+), (-), (?)(Only countable nouns with numbers will be used). Is there a nurse at school? Yes, there is a nurse at school. How many caretakers (are there at school)? (There are) two caretakers (at school). Function: Describing the presence and quantity of countable nouns. -Must/ mustn't (for obligation): (+), (-), (?) You must follow the rules at school. You mustn't run in the corridor/at school. Function: Expressing obligations and prohibitions clearly. -Personal Pronouns: I, you, we, they, he, she, it Function: Referring to the speaker as the subject. -Prepositions: in, on, at Function: Describing locations, time, and positions. -WH-question words: what, where, who, when Function: Asking what a thing is, where a place is, who a person is, when a time is. -Question words: how Function: Asking how a thing is. -Demonstrative pronouns: this, that Function: "this":		

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				Referring to something specific that is close to the speaker in space, time, or context; and “that”: referring to something specific that is farther away in space, time, or context from the speaker. Target Social Language in Use: See you later! Have a nice/good day! Have a nice/good weekend! It’s great/nice/good to see you. Take care! Cool! Happy Birthday! Target Phonological Sounds in Use: a, b Vowel a: a: (/ae/, /aeɪ/, /ə/, /a:/, /e /, /ɚ:/, /a/, / /ɐɚ/) 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; months of the year; ages and birthday celebrations; national days and celebrations -Greetings: How are you? I’m good, thanks! Good evening! Good afternoon! Good night! Whose birthday is in October? Do you need help? Why not?	**ENG.3.1.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”. **ENG.3.1.L2** Pupils can bring information about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” together with key details and main components while listening/watching it. **ENG.3.1.L3** Pupils can make meaning of/derive meaning from the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” through details by listening/ watching it carefully. **ENG.3.1.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” in a very simple way. **ENG.3.1.P1** Pupils can select and use the target phonological elements of the current content about “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.	PERFORMANCE ASSIGNMENT: Pupils write and design “a diary page” writing about people they meet, places they go and routines they have at school by using photos they take and pictures they draw. They will present it to the class and ask the other pupils to guess who the people and places they will present in their diary/journal page. The class will make guesses about them and their guesses will be checked after the presentations. The class will rate the presentations through the rating scales or checklists given by the teacher.

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				What's the matter? Be careful! Who wants to tell me…? Maybe! I have an idea! Let's talk about….. It sounds great! You must be quiet! Target Vocabulary in Use (with revisional vocabulary): -People at school: A classmate, a librarian, a school nurse, a headteacher, a caretaker. -Places at school: An art room, a music room, a meeting room, an office, a sports field, a corridor, a gym. -Birthday celebrations: Birthday, a birthday party, a candle, a cake, a balloon, a gift, summer holiday, a surprise. Months of the year: January, February, March, April, May, June, July, August, September, October, November, December. Verbs: To prepare, to decorate, to bring, to play the guitar, write a song, to ask, to find, to run, to help. *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	**ENG.3.1.R1** Pupils can get ready for the reading-comprehension process about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations". **ENG.3.1.R2** Pupils can bring information about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.1.R3** Pupils can make meaning of/derive meaning from the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" by reading it carefully. **ENG.3.1.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.1.V1** Pupils can select and use the target vocabulary of the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.1.G1** Pupils can select and use the language including target grammatical elements of the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.1.W1** Pupils can get ready for the writing-expression process about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" in an age- and level-appropriate way. **ENG.3.1.W2** Pupils can copy the model/example on the writing task about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" based on the model/ example provided to practise for further writing activities. **ENG.3.1.W3** Pupils can organise and form a content for the assigned writing task on the current content "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" based on the model/example provided. **ENG.3.1.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations". **ENG.3.1.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" to communicate with other people. **ENG.3.1.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.1.S1** Pupils can get ready for speaking-expression process about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" with the help of supplementary audio-visual materials. **ENG.3.1.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations". **ENG.3.1.S3** Pupils can organise simple new verbal content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" by speaking accurately, efficiently, and authentically. **ENG.3.1.S4** Pupils can form a simple new verbal content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations"	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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") (am, is, are): (+), (-), (?) Who's/is this/she/he? This is Mr. Blue. Where is Daphne? She's/is in the library. What month is it now? It's/is September. How old are you? I'm 8 years old. When's/is your birthday? It's/is in July. Function: Telling who people are, where people and things are, what month it is. -There is / There are (+), (-), (?)(Only countable nouns with numbers will be used).	through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.1.S5** Pupils can reorganise and use information about the current theme on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" by reconstructing it to communicate with other people. **ENG.3.1.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" very simply for reflection in relation to themselves or others, both individually and/or with others.	

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				Is there a nurse at school? Yes, there is a nurse at school. How many caretakers (are there at school)? (There are) two caretakers (at school). Function: Describing the presence and quantity of countable nouns. -Must/ mustn't (for obligation): (+), (-), (?) You must follow the rules at school. You mustn't run in the corridor/at school. Function: Expressing obligations and prohibitions clearly. -Personal Pronouns: I, you, we, they, he, she, it Function: Referring to the speaker as the subject. -Prepositions: in, on, at Function: Describing locations, time, and positions. -WH-question words: what, where, who, when Function: Asking what a thing is, where a place is, who a person is, when a time is. -Question words: how Function: Asking how a thing is. -Demonstrative pronouns: this, that Function: "this": Referring to something specific that is close to the speaker in space, time, or context; and "that": referring to something specific that is farther away in space, time, or context from the speaker. Target Social Language in Use: See you later! Have a nice/good day! Have a nice/good weekend! It's great/nice/good to		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				see you. Take care! Cool! Happy Birthday! Target Phonological Sounds in Use: a, b Vowel a: a: (/ae/, /aeɪ/, /ə/, /a:/, /e /, /ɜ:/, /a/, / /ɒɒ/) 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; months of the year; ages and birthday celebrations; national days and celebrations -Greetings: How are you? I'm good, thanks! Good evening! Good afternoon! Good night! Whose birthday is in October? Do you need help? Why not? What's the matter? Be careful! Who wants to tell me…? Maybe! I have an idea! Let's talk about….. It sounds great! You must be quiet! Target Vocabulary in Use (with revisional vocabulary): -People at school: A classmate, a librarian, a school nurse, a headteacher, a caretaker. -Places at school: An art	**ENG.3.1.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations". **ENG.3.1.L2** Pupils can bring information about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" together with key details and main components while listening/watching it. **ENG.3.1.L3** Pupils can make meaning of/derive meaning from the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" through details by listening/ watching it carefully. **ENG.3.1.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/ watching-comprehension process in relation to the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" in a very simple way. **ENG.3.1.P1** Pupils can select and use the target phonological elements of the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; 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.3.1.R1** Pupils can get ready for the reading-comprehension process about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations". **ENG.3.1.R2** Pupils can bring information about the current content on "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.1.R3** Pupils can make meaning of/derive meaning from the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" by reading it carefully. **ENG.3.1.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.1.V1** Pupils can select and use the target vocabulary of the current content about "school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations;	PERFORMANCE ASSIGNMENT: Pupils write and design "a diary page" writing about people they meet, places they go and routines they have at school by using photos they take and pictures they draw. They will present it to the class and ask the other pupils to guess who the people and places they will present in their diary/journal page. The class will make guesses about them and their guesses will be checked after the presentations. The class will rate the presentations through the rating scales or checklists given by the teacher. 29 October, Republic Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				room, a music room, a meeting room, an office, a sports field, a corridor, a gym. -Birthday celebrations: Birthday, a birthday party, a candle, a cake, a balloon, a gift, summer holiday, a surprise. Months of the year: January, February, March, April, May, June, July, August, September, October, November, December. Verbs: To prepare, to decorate, to bring, to play the guitar, write a song, to ask, to find, to run, to help. *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,	national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.1.G1** Pupils can select and use the language including target grammatical elements of the current content about “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.1.W1** Pupils can get ready for the writing-expression process about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” in an age- and level-appropriate way. **ENG.3.1.W2** Pupils can copy the model/example on the writing task about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” based on the model/ example provided to practise for further writing activities. **ENG.3.1.W3** Pupils can organise and form a content for the assigned writing task on the current content “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” based on the model/example provided. **ENG.3.1.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”. **ENG.3.1.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” to communicate with other people. **ENG.3.1.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.1.S1** Pupils can get ready for speaking-expression process about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” with the help of supplementary audio-visual materials. **ENG.3.1.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”. **ENG.3.1.S3** Pupils can organise simple new verbal content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.3.1.S4** Pupils can form a simple new verbal content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.1.S5** Pupils can reorganise and use information about the current theme on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” by reconstructing it to communicate with other people. **ENG.3.1.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.	

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				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") (am, is, are): (+), (-), (?) Who's/is this/she/he? This is Mr. Blue. Where is Daphne? She's/is in the library. What month is it now? It's/is September. How old are you? I'm 8 years old. When's/is your birthday? It's/is in July. Function: Telling who people are, where people and things are, what month it is. -There is / There are (+), (-), (?)(Only countable nouns with numbers will be used). Is there a nurse at school? Yes, there is a nurse at school. How many caretakers (are there at school)? (There are) two caretakers (at school). Function: Describing the presence and quantity of countable nouns. -Must/ mustn't (for obligation): (+), (-), (?) You must follow the rules at school. You mustn't run in the corridor/at school.		

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				Function: Expressing obligations and prohibitions clearly. -Personal Pronouns: I, you, we, they, he, she, it Function: Referring to the speaker as the subject. -Prepositions: in, on, at Function: Describing locations, time, and positions. -WH-question words: what, where, who, when Function: Asking what a thing is, where a place is, who a person is, when a time is. -Question words: how Function: Asking how a thing is. -Demonstrative pronouns: this, that Function: “this”: Referring to something specific that is close to the speaker in space, time, or context; and “that”: referring to something specific that is farther away in space, time, or context from the speaker. Target Social Language in Use: See you later! Have a nice/good day! Have a nice/good weekend! It’s great/nice/good to see you. Take care! Cool! Happy Birthday! Target Phonological Sounds in Use: a, b Vowel a: a: (/ae/, /aeɪ/, /ə/, /a:/, /e /, /ɑ:/, /a/, / /ɒɒ/) Consonant: b b: (/b/) *No pronunciation symbols will be provided in any material written for the pupils, only the		

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				sounds in the words including them will be practised through pronunciation activities in the theme.		
8	2–6 Kasım	2	School Based Plannıng			
9	9–13 Kasım	2	Theme 2: Classroom Lıfe	Sub-themes: Classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year Target Vocabulary in Use (with revisional vocabulary): 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) Open/ Close your book, please! Open page….in your books, please! Take your seat, please! Say it again, please! Listen and repeat, please! Repeat after me, please! Watch the video, please! May/Can I come in? Colour it, please! Circle it, please! Work in pairs, please! Match the words, please! Try again, please! Answer the question, please! Speak louder, please! Spell the word, please! Classroom language: Let's start the lesson! That's correct! Have you finished? Last five minutes! Nice/great job! Thank you! You're welcome! Time's over!	**ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.L2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" together with key details and main components while listening/watching it. **ENG.3.2.L3** Pupils can make meaning of/derive meaning from the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through details by listening/watching it carefully. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" in a very simple way. **ENG.3.2.P1** Pupils can select and use the target phonological elements of the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.2.R1** Pupils can get ready for the reading-comprehension process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year". **ENG.3.2.R2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.2.R3** Pupils can make meaning of/derive meaning from the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by reading it carefully. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" for reflection in relation to themselves or others, both individually and/ or with others. **ENG.3.2.V1** Pupils can select and use the target vocabulary of the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.2.W1** Pupils can get ready for the writing-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" in an age- and level-appropriate way. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" based on the model/example provided to practise for further writing activities. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" based on the model/example provided.	PERFORMANCE ASSIGNMENT: Pupils will design a Picture Dictionary titled "Classroom Life", including vocabulary related to classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year". They will organise the dictionary into sections, such as instructions ("Open your books"), furniture ("a teacher's desk"), objects ("a pen"), devices ("a keyboard"), school subjects ("English, Maths"), and seasons ("winter, spring"). Each word will be paired with a drawing or printed picture and labelled correctly. Pupils will copy simple example sentences for each word, such as "There is a pen on the desk." They are encouraged to design their dictionaries creatively with colours and decorations. Finally, pupils will present 5-7 selected words and sentences to the class. The class will rate the presentations through the rating scales or checklists given by the teacher. 10 November, Atatürk Memorial Day

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				It's on time! Perfect! Look outside! Turn on the lights! Answer the question! Try again! Classroom furniture: A teacher's desk, a student's desk, a bookshelf, a teacher's chair, a locker, a basket Classroom features: lights. Classroom objects: A pen, a ruler, a coursebook, a workbook, an exercise book (notebook-AmE.), a map, a school bag, a paintbrush, a bin (trash can-AmE.), a white-blackboard, a duster, a flashcard, a card. Classroom devices: A keyboard, a mouse, a microphone. School subjects: A lesson (class-AmE.), Life Study, Maths, Turkish, English, Music, Sports, PE. Nouns: A word, a letter, a point, a winner, a prize Colours: Dark, light: (red, white, black, pink, grey, blue, purple, yellow, brown, green) Weather: Sunny, (it's) raining (rainy-AmE.), (it's) snowing (snowy-AmE.), warm, windy. Cardinal Numbers: 20-50 The alphabet (song) *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	**ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" to communicate with other people. **ENG.3.2.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.2.S1** Pupils can get ready for speaking-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" with the help of supplementary audio-visual materials. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.S3** Pupils can organise simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by speaking accurately, efficiently, and authentically. **ENG.3.2.S4** Pupils can form a simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.2.S5** Pupils can reorganise and use information about the current theme on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by reconstructing it to communicate with other people. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" very simply for reflection in relation to themselves or others, both individually and/or with others.	

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				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): (+), (-), (?): What time is it? It's five o'clock. What lesson is it now? It's/is Maths. How's/is the weather today/now? It's/is raining today .(It's rainy (AmE.) today). Function: Telling what things are, what colour		

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				things are, existence of lessons, number of things and people, what people are wearing, how the weather is. -Countable nouns: a ruler- rulers What are they? They are rulers. Function: Describing countable nouns builds understanding of singular and plural forms. -There is/there are: (only for countable nouns) Is there a Maths lesson on Monday? (Yes, there's/is a Maths lesson on Monday). Yes, there is. Function: Expressing the existence of things and people. -How many rulers are there on the table? There are two rulers on the table. There are two rulers. Two rulers. Function: Counting and describing quantities. -Have got/has got: (+) (?) (only with countable nouns and with numbers) How many pencils have you got? I've/have got two pencils. Function: Describing possession of objects. -Possessive adjectives: my, his, her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: c: (/si/, /k/);		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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.		
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	2	Theme 2: Classroom Lıfe	Sub-themes: Classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year Target Vocabulary in Use (with revisional vocabulary): 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) Open/ Close your book, please! Open page….in your books, please! Take your seat, please! Say it again, please! Listen and repeat, please! Repeat after me, please! Watch the video, please! May/Can I come in? Colour it, please! Circle it, please! Work in pairs, please! Match the words, please! Try again, please! Answer the question, please! Speak louder, please! Spell the word, please! Classroom language: Let's start the lesson! That's correct! Have you finished?	**ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.L2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" together with key details and main components while listening/watching it. **ENG.3.2.L3** Pupils can make meaning of/derive meaning from the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through details by listening/watching it carefully. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" in a very simple way. **ENG.3.2.P1** Pupils can select and use the target phonological elements of the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.2.R1** Pupils can get ready for the reading-comprehension process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year". **ENG.3.2.R2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.2.R3** Pupils can make meaning of/derive meaning from the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by reading it carefully. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" for reflection in relation to themselves or others, both individually and/ or with others. **ENG.3.2.V1** Pupils can select and use the target vocabulary of the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.2.W1** Pupils can get ready for the writing-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" in an age- and level-appropriate way. **ENG.3.2.W2** Pupils can copy the model/example on the writing task about the current content on "classroom life	PERFORMANCE ASSIGNMENT: Pupils will design a Picture Dictionary titled "Classroom Life", including vocabulary related to classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year". They will organise the dictionary into sections, such as instructions ("Open your books"), furniture ("a teacher's desk"), objects ("a pen"), devices ("a keyboard"), school subjects ("English, Maths"), and seasons ("winter, spring"). Each word will be paired with a drawing or printed picture and labelled correctly. Pupils will copy simple example sentences for each word, such as "There is a pen on the desk." They are encouraged to design their dictionaries creatively with colours and decorations. Finally, pupils will present 5-7 selected words and sentences to the class. The class will rate the presentations through the rating scales or checklists given by the teacher. 20 November, Children's Rights Day 24 November, Teachers' Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Last five minutes! Nice/great job! Thank you! You're welcome! Time's over! It's on time! Perfect! Look outside! Turn on the lights! Answer the question! Try again! Classroom furniture: A teacher's desk, a student's desk, a bookshelf, a teacher's chair, a locker, a basket Classroom features: lights. Classroom objects: A pen, a ruler, a coursebook, a workbook, an exercise book (notebook-AmE.), a map, a school bag, a paintbrush, a bin (trash can-AmE.), a white-blackboard, a duster, a flashcard, a card. Classroom devices: A keyboard, a mouse, a microphone. School subjects: A lesson (class-AmE.), Life Study, Maths, Turkish, English, Music, Sports, PE. Nouns: A word, a letter, a point, a winner, a prize Colours: Dark, light: (red, white, black, pink, grey, blue, purple, yellow, brown, green) Weather: Sunny, (it's) raining (rainy-AmE.), (it's) snowing (snowy-AmE.), warm, windy. Cardinal Numbers: 20-50 The alphabet (song) *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May	with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" based on the model/example provided to practise for further writing activities. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" based on the model/example provided. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" to communicate with other people. **ENG.3.2.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.2.S1** Pupils can get ready for speaking-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" with the help of supplementary audio-visual materials. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.S3** Pupils can organise simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by speaking accurately, efficiently, and authentically. **ENG.3.2.S4** Pupils can form a simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.2.S5** Pupils can reorganise and use information about the current theme on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by reconstructing it to communicate with other people. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" 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
				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: -Language Chunks "To be" (present): (+), (-), (?): What time is it? It's five o'clock. What lesson is it now? It's/is Maths. How's/is the weather		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				today/now? It’s/is raining today .(It’s rainy (AmE.) today). Function: Telling what things are, what colour things are, existence of lessons, number of things and people, what people are wearing, how the weather is. -Countable nouns: a ruler- rulers What are they? They are rulers. Function: Describing countable nouns builds understanding of singular and plural forms. -There is/there are: (only for countable nouns) Is there a Maths lesson on Monday? (Yes, there’s/is a Maths lesson on Monday). Yes, there is. Function: Expressing the existence of things and people. -How many rulers are there on the table? There are two rulers on the table. There are two rulers. Two rulers. Function: Counting and describing quantities. -Have got/has got: (+) (?) (only with countable nouns and with numbers) How many pencils have you got? I’ve/have got two pencils. Function: Describing possession of objects. -Possessive adjectives: my, his, her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It's freezing! Everything is all right! That's right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It's freezing! Everything is all right! That's right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				will be practised through pronunciation activities in the theme. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				That's right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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, objects, and devices; school subjects; seasons of the year Target Vocabulary in Use (with revisional vocabulary): 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) Open/ Close your book, please! Open page….in your books, please! Take your seat, please! Say it again, please! Listen and repeat, please! Repeat after me, please! Watch the video, please! May/Can I come in? Colour it, please! Circle it, please! Work in pairs, please! Match the words, please! Try again, please! Answer the question, please! Speak louder, please! Spell the word, please! Classroom language:	**ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.L2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" together with key details and main components while listening/watching it. **ENG.3.2.L3** Pupils can make meaning of/derive meaning from the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through details by listening/watching it carefully. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" in a very simple way. **ENG.3.2.P1** Pupils can select and use the target phonological elements of the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.2.R1** Pupils can get ready for the reading-comprehension process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year". **ENG.3.2.R2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.2.R3** Pupils can make meaning of/derive meaning from the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by reading it carefully. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" for reflection in relation to themselves or others, both individually and/ or with others. **ENG.3.2.V1** Pupils can select and use the target vocabulary of the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.	PERFORMANCE ASSIGNMENT: Pupils will design a Picture Dictionary titled "Classroom Life", including vocabulary related to classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year". They will organise the dictionary into sections, such as instructions ("Open your books"), furniture ("a teacher's desk"), objects ("a pen"), devices ("a keyboard"), school subjects ("English, Maths"), and seasons ("winter, spring"). Each word will be paired with a drawing or printed picture and labelled correctly. Pupils will copy simple example sentences for each word, such as "There is a pen on the desk." They are encouraged to design their dictionaries creatively with colours and decorations. Finally, pupils will present 5-7 selected words and sentences to the class. The class will rate the presentations through the rating scales or checklists given by the teacher. 3 December, International Day of Persons with Disabilities

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Let’s start the lesson! That’s correct! Have you finished? Last five minutes! Nice/great job! Thank you! You’re welcome! Time’s over! It’s on time! Perfect! Look outside! Turn on the lights! Answer the question! Try again! Classroom furniture: A teacher’s desk, a student’s desk, a bookshelf, a teacher’s chair, a locker, a basket Classroom features: lights. Classroom objects: A pen, a ruler, a coursebook, a workbook, an exercise book (notebook-AmE.), a map, a school bag, a paintbrush, a bin (trash can-AmE.), a white-blackboard, a duster, a flashcard, a card. Classroom devices: A keyboard, a mouse, a microphone. School subjects: A lesson (class-AmE.), Life Study, Maths, Turkish, English, Music, Sports, PE. Nouns: A word, a letter, a point, a winner, a prize Colours: Dark, light: (red, white, black, pink, grey, blue, purple, yellow, brown, green) Weather: Sunny, (it’s) raining (rainy-AmE.), (it’s) snowing (snowy-AmE.), warm, windy. Cardinal Numbers: 20-50 The alphabet (song) *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”,	**ENG.3.2.W1** Pupils can get ready for the writing-expression process about the current content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” in an age- and level-appropriate way. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year” based on the model/example provided to practise for further writing activities. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year” based on the model/example provided. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year”. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year” to communicate with other people. **ENG.3.2.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.2.S1** Pupils can get ready for speaking-expression process about the current content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” with the help of supplementary audio-visual materials. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year”. **ENG.3.2.S3** Pupils can organise simple new verbal content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” by speaking accurately, efficiently, and authentically. **ENG.3.2.S4** Pupils can form a simple new verbal content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.2.S5** Pupils can reorganise and use information about the current theme on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” by reconstructing it to communicate with other people. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year” 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
				“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 in Use: -Language Chunks “To be” (present): (+), (-), (?): What time is it? It’s five o’clock.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				What lesson is it now? It’s/is Maths. How’s/is the weather today/now? It’s/is raining today .(It’s rainy (AmE.) today). Function: Telling what things are, what colour things are, existence of lessons, number of things and people, what people are wearing, how the weather is. -Countable nouns: a ruler- rulers What are they? They are rulers. Function: Describing countable nouns builds understanding of singular and plural forms. -There is/there are: (only for countable nouns) Is there a Maths lesson on Monday? (Yes, there’s/is a Maths lesson on Monday). Yes, there is. Function: Expressing the existence of things and people. -How many rulers are there on the table? There are two rulers on the table. There are two rulers. Two rulers. Function: Counting and describing quantities. -Have got/has got: (+) (?) (only with countable nouns and with numbers) How many pencils have you got? I’ve/have got two pencils. Function: Describing possession of objects. -Possessive adjectives: my, his, her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It's freezing! Everything is all right! That's right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				What nice weather! It's freezing! Everything is all right! That's right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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.		
12	7–11 Aralık	2	Theme 2: Classroom Lıfe	Sub-themes: Classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year Target Vocabulary in Use (with revisional vocabulary): 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) Open/ Close your book, please! Open page….in your books, please! Take your seat, please! Say it again, please! Listen and repeat, please! Repeat after me, please! Watch the video, please! May/Can I come in? Colour it, please! Circle it, please! Work in pairs, please! Match the words, please! Try again, please! Answer the question, please!	**ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.L2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" together with key details and main components while listening/watching it. **ENG.3.2.L3** Pupils can make meaning of/derive meaning from the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through details by listening/watching it carefully. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" in a very simple way. **ENG.3.2.P1** Pupils can select and use the target phonological elements of the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.2.R1** Pupils can get ready for the reading-comprehension process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year". **ENG.3.2.R2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.2.R3** Pupils can make meaning of/derive meaning from the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by reading it carefully. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" for reflection in relation to themselves or others, both individually and/ or with others. **ENG.3.2.V1** Pupils can select and use the target vocabulary of the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.2.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, objects, and devices, school	PERFORMANCE ASSIGNMENT: Pupils will design a Picture Dictionary titled "Classroom Life", including vocabulary related to classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year". They will organise the dictionary into sections, such as instructions ("Open your books"), furniture ("a teacher's desk"), objects ("a pen"), devices ("a keyboard"), school subjects ("English, Maths"), and seasons ("winter, spring"). Each word will be paired with a drawing or printed picture and labelled correctly. Pupils will copy simple example sentences for each word, such as "There is a pen on the desk." They are encouraged to design their dictionaries creatively with colours and decorations. Finally, pupils will present 5-7 selected words and sentences to the class. The class will rate the presentations through the rating scales or checklists given by the teacher.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Speak louder, please! Spell the word, please! Classroom language: Let's start the lesson! That's correct! Have you finished? Last five minutes! Nice/great job! Thank you! You're welcome! Time's over! It's on time! Perfect! Look outside! Turn on the lights! Answer the question! Try again! Classroom furniture: A teacher's desk, a student's desk, a bookshelf, a teacher's chair, a locker, a basket Classroom features: lights. Classroom objects: A pen, a ruler, a coursebook, a workbook, an exercise book (notebook-AmE.), a map, a school bag, a paintbrush, a bin (trash can-AmE.), a white-blackboard, a duster, a flashcard, a card. Classroom devices: A keyboard, a mouse, a microphone. School subjects: A lesson (class-AmE.), Life Study, Maths, Turkish, English, Music, Sports, PE. Nouns: A word, a letter, a point, a winner, a prize Colours: Dark, light: (red, white, black, pink, grey, blue, purple, yellow, brown, green) Weather: Sunny, (it's) raining (rainy-AmE.), (it's) snowing (snowy-AmE.), warm, windy. Cardinal Numbers: 20-50 The alphabet (song) *National and Religious	subjects, seasons of the year" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.2.W1** Pupils can get ready for the writing-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" in an age- and level-appropriate way. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" based on the model/example provided to practise for further writing activities. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" based on the model/example provided. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" to communicate with other people. **ENG.3.2.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.2.S1** Pupils can get ready for speaking-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" with the help of supplementary audio-visual materials. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.S3** Pupils can organise simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by speaking accurately, efficiently, and authentically. **ENG.3.2.S4** Pupils can form a simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.2.S5** Pupils can reorganise and use information about the current theme on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by reconstructing it to communicate with other people. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" 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
				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 in Use: -Language Chunks “To		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				be" (present): (+), (-), (?): What time is it? It's five o'clock. What lesson is it now? It's/is Maths. How's/is the weather today/now? It's/is raining today .(It's rainy (AmE.) today). Function: Telling what things are, what colour things are, existence of lessons, number of things and people, what people are wearing, how the weather is. -Countable nouns: a ruler- rulers What are they? They are rulers. Function: Describing countable nouns builds understanding of singular and plural forms. -There is/there are: (only for countable nouns) Is there a Maths lesson on Monday? (Yes, there's/is a Maths lesson on Monday). Yes, there is. Function: Expressing the existence of things and people. -How many rulers are there on the table? There are two rulers on the table. There are two rulers. Two rulers. Function: Counting and describing quantities. -Have got/has got: (+) (?) (only with countable nouns and with numbers) How many pencils have you got? I've/have got two pencils. Function: Describing possession of objects. -Possessive adjectives: my, his, her,its, our, your, their Function: Describing ownership by modifying		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: c: (/si/, /k/); d: (/d/)		

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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Social Language in Use: You look great! What nice weather! It's freezing! Everything is all right! That's right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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, objects, and devices; school subjects; seasons of the year Target Vocabulary in Use (with revisional vocabulary): 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) Open/ Close your book, please! Open page….in your books, please! Take your seat, please! Say it again, please! Listen and repeat, please! Repeat after me, please! Watch the video, please! May/Can I come in? Colour it, please! Circle it, please! Work in pairs, please! Match the words, please!	**ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.L2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" together with key details and main components while listening/watching it. **ENG.3.2.L3** Pupils can make meaning of/derive meaning from the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through details by listening/watching it carefully. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" in a very simple way. **ENG.3.2.P1** Pupils can select and use the target phonological elements of the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.2.R1** Pupils can get ready for the reading-comprehension process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year". **ENG.3.2.R2** Pupils can bring information about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.2.R3** Pupils can make meaning of/derive meaning from the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by reading it carefully. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" for reflection in relation to themselves or others, both individually and/ or with others. **ENG.3.2.V1** Pupils can select and use the target vocabulary of the current content about "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when	PERFORMANCE ASSIGNMENT: Pupils will design a Picture Dictionary titled "Classroom Life", including vocabulary related to classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year". They will organise the dictionary into sections, such as instructions ("Open your books"), furniture ("a teacher's desk"), objects ("a pen"), devices ("a keyboard"), school subjects ("English, Maths"), and seasons ("winter, spring"). Each word will be paired with a drawing or printed picture and labelled correctly. Pupils will copy simple example sentences for each word, such as "There is a pen on the desk." They are encouraged to design their dictionaries creatively with colours and decorations. Finally, pupils will present 5-7 selected words and sentences to the class. The class will rate the presentations through the rating scales or checklists given by the teacher.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Try again, please! Answer the question, please! Speak louder, please! Spell the word, please! Classroom language: Let's start the lesson! That's correct! Have you finished? Last five minutes! Nice/great job! Thank you! You're welcome! Time's over! It's on time! Perfect! Look outside! Turn on the lights! Answer the question! Try again! Classroom furniture: A teacher's desk, a student's desk, a bookshelf, a teacher's chair, a locker, a basket Classroom features: lights. Classroom objects: A pen, a ruler, a coursebook, a workbook, an exercise book (notebook-AmE.), a map, a school bag, a paintbrush, a bin (trash can-AmE.), a white-blackboard, a duster, a flashcard, a card. Classroom devices: A keyboard, a mouse, a microphone. School subjects: A lesson (class-AmE.), Life Study, Maths, Turkish, English, Music, Sports, PE. Nouns: A word, a letter, a point, a winner, a prize Colours: Dark, light: (red, white, black, pink, grey, blue, purple, yellow, brown, green) Weather: Sunny, (it's) raining (rainy-AmE.), (it's) snowing (snowy-AmE.), warm, windy.	communicating with others. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.2.W1** Pupils can get ready for the writing-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" in an age- and level-appropriate way. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" based on the model/example provided to practise for further writing activities. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" based on the model/example provided. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" to communicate with other people. **ENG.3.2.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.2.S1** Pupils can get ready for speaking-expression process about the current content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" with the help of supplementary audio-visual materials. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year". **ENG.3.2.S3** Pupils can organise simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by speaking accurately, efficiently, and authentically. **ENG.3.2.S4** Pupils can form a simple new verbal content on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.2.S5** Pupils can reorganise and use information about the current theme on "classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year" by reconstructing it to communicate with other people. **ENG.3.2.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, objects, and devices, school subjects, seasons of the year" 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
				Cardinal Numbers: 20-50 The alphabet (song) *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.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Language Chunks in Use: -Language Chunks “To be” (present): (+), (-), (?): What time is it? It’s five o’clock. What lesson is it now? It’s/is Maths. How’s/is the weather today/now? It’s/is raining today .(It’s rainy (AmE.) today). Function: Telling what things are, what colour things are, existence of lessons, number of things and people, what people are wearing, how the weather is. -Countable nouns: a ruler- rulers What are they? They are rulers. Function: Describing countable nouns builds understanding of singular and plural forms. -There is/there are: (only for countable nouns) Is there a Maths lesson on Monday? (Yes, there’s/is a Maths lesson on Monday). Yes, there is. Function: Expressing the existence of things and people. -How many rulers are there on the table? There are two rulers on the table. There are two rulers. Two rulers. Function: Counting and describing quantities. -Have got/has got: (+) (?) (only with countable nouns and with numbers) How many pencils have you got? I’ve/have got two pencils. Function: Describing possession of objects. -Possessive adjectives: my, his, her,its, our, your,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions: today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It’s freezing! Everything is all right! That’s right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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. her,its, our, your, their Function: Describing ownership by modifying a noun to show ownership -Question words: what time, how many Function: Asking time and quantity. -Time expressions:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				today, now Function: Describing the present. Target Social Language in Use: You look great! What nice weather! It's freezing! Everything is all right! That's right! Target Phonological Sounds in Use: Consonants: c, d, Consonants: 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.		
14	21–25 Aralık	2	Theme 3: Personal Lıfe	Sub-themes: Parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing Target Vocabulary in Use (with revisional vocabulary): Parts of the body: A foot, feet, back, a tooth, teeth, a chin, an eyelash(es), an eyebrow(s). Adjectives: Hair: Blond(e), curly, straight; physical features: little, strong, weak, beautiful, pretty, nice, handsome, fat, ugly; personal characters: nice, good, bad, happy, sad, lazy, hardworking, young, old. Weather: Sunny, (it's) raining (rainy- AmE.), (it's) snowing (snowy- AmE.), warm, windy. Verbs for feelings about body parts: To like, to	**ENG.3.3.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.L2** Pupils can bring information about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" together with key details and main components while listening/watching it. **ENG.3.3.L3** Pupils can make meaning of/derive meaning from the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through details by listening/watching it carefully. **ENG.3.3.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 parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" in a very simple way. **ENG.3.3.P1** Pupils can select and use the target phonological elements of the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.3.R1** Pupils can get ready for the reading-comprehension process about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.R2** Pupils can bring information about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.3.R3** Pupils can make meaning of/derive meaning from the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" by reading it carefully. **ENG.3.3.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life with parts of the body and physical features;	PERFORMANCE ASSIGNMENT: Pupils will write a project about "Personal Life" to talk about themselves and what they like. In their project, they will write about four things: physical features and descriptions, preferences for physical features, clothing, and birthday celebrations. First, they will write about their physical features, like their hair colour, eye colour, height, or other things that make them special. They can also describe someone in their family or a friend. Next, they will write about what physical features they like or prefer. For example, maybe they like long hair or colourful eyes. Then, they will talk about the clothes they wear every day or on special occasions. Finally, they will share what they do on their birthday. They can draw pictures, add stickers, or make a small booklet. When their project is ready, they will present it to the class and talk about it. The class will rate the presentations through the rating scales or checklists given by the teacher.

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				dislike. Clothes: Tops: A sweatshirt, a jumper (a sweater- AmE.); Bottoms: jeans, a skirt; Dresses: a dress Outwear: a jacket, a coat, a uniform Footwear: boots, shoes; Accessories: a necklace, an earring, a bag, sunglasses, socks. *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	personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.3.V1** Pupils can select and use the target vocabulary of the current content about “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.3.G1** Pupils can select and use the language including target grammatical elements of the current content about “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.3.W1** Pupils can get ready for the writing-expression process about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” in an age-and level-appropriate way. **ENG.3.3.W2** Pupils can copy the model/example on the writing task about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” based on the model/example provided to practise for further writing activities. **ENG.3.3.W3** Pupils can organise and form a content for the assigned writing task on the current content “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” based on the model/example provided. **ENG.3.3.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”. **ENG.3.3.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” to communicate with other people. **ENG.3.3.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.3.S1** Pupils can get ready for speaking-expression process about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” with the help of supplementary audio-visual materials. **ENG.3.3.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”. **ENG.3.3.S3** Pupils can organise simple new verbal content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” by speaking accurately, efficiently, and authentically. **ENG.3.3.S4** Pupils can form a simple new verbal content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.3.S5** Pupils can reorganise and use information about the current theme on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” by reconstructing it to communicate with other people. **ENG.3.3.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” very simply for reflection in relation to themselves or others, both individually and/or with others.	

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				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. (Background and) Target Language Chunks in Use: Language Chunk: ("To be"): (What's your name? I'm/ am… / My name is…). (What does she look like? She's tall and beautiful). Function: Asking and answering about ages of people, talking about birthdays and celebrating birthdays, talking about physical features. Language Chunks: ("Have got/ Has got: (+) (-) (?)"): (Have you got a big or small nose? I've/have got a small nose). (Have you got any T-shirts? Yes, I've/have got some T-shirts). (What colour hair has she got? She's/has got blonde hair). (How is her hair? What's her hair like? She's/has got curly hair). Function: Describing possession of clothes and body parts. Language Chunks: ("Like/dislike"):(I like/ hate/dislike/love big sunglasses). Function: Expressing personal preferences and opinions about clothing. Language Chunk: ("Possessive "s"):		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Whose dress is this? This is Jasmine's dress). Function: Indicating ownership or relationships between people and objects. Language Chunks ("Present Progressive"): (What are you wearing today? I'm/am wearing a T-shirt today. I'm wearing a coat. It's winter and it's cold). Function: Describing what people are wearing Countable and uncountable nouns with some, any, much, many. (Have you got any shirts? Yes, I've got some shirts). Function: Asking and answering questions about quantity and availability. Question words: Whose, what…like. Function: Asking about ownership, characteristics, or descriptions of people or objects. Conjunctions: and, or. Function: Connecting similar ideas, options, or items in a sentence. Target Social Language in Use: You look great! Anytime! It's my pleasure! Go on , please! Nice shirt/T-shirt/etc.! I'm so excited! Come on! Calm down! Don't forget to….. Be careful! 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: (/		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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	Sub-themes: Parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing Target Vocabulary in Use (with revisional vocabulary): Parts of the body: A foot, feet, back, a tooth, teeth, a chin, an eyelash(es), an eyebrow(s). Adjectives: Hair: Blond(e), curly, straight; physical features: little, strong, weak, beautiful, pretty, nice, handsome, fat, ugly; personal characters: nice, good, bad, happy, sad, lazy, hardworking, young, old. Weather: Sunny, (it's) raining (rainy- AmE.), (it's) snowing (snowy- AmE.), warm, windy. Verbs for feelings about body parts: To like, to dislike. Clothes: Tops: A sweatshirt, a jumper (a sweater- AmE.); Bottoms: jeans, a skirt; Dresses: a dress Outwear: a jacket, a coat, a uniform Footwear: boots, shoes; Accessories: a necklace, an earring, a bag, sunglasses, socks. *National and Religious	**ENG.3.3.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.L2** Pupils can bring information about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" together with key details and main components while listening/watching it. **ENG.3.3.L3** Pupils can make meaning of/derive meaning from the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through details by listening/watching it carefully. **ENG.3.3.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 parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" in a very simple way. **ENG.3.3.P1** Pupils can select and use the target phonological elements of the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.3.R1** Pupils can get ready for the reading-comprehension process about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.R2** Pupils can bring information about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.3.R3** Pupils can make meaning of/derive meaning from the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" by reading it carefully. **ENG.3.3.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.3.V1** Pupils can select and use the target vocabulary of the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.3.G1** Pupils can select and use the language including target grammatical elements of the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.3.W1** Pupils can get ready for the writing-expression process about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" in an age-and level-appropriate way.	PERFORMANCE ASSIGNMENT: Pupils will write a project about "Personal Life" to talk about themselves and what they like. In their project, they will write about four things: physical features and descriptions, preferences for physical features, clothing, and birthday celebrations. First, they will write about their physical features, like their hair colour, eye colour, height, or other things that make them special. They can also describe someone in their family or a friend. Next, they will write about what physical features they like or prefer. For example, maybe they like long hair or colourful eyes. Then, they will talk about the clothes they wear every day or on special occasions. Finally, they will share what they do on their birthday. They can draw pictures, add stickers, or make a small booklet. When their project is ready, they will present it to the class and talk about it. The class will rate the presentations through the rating scales or checklists given by the teacher. 1 January, New Year

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				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. (Background and) Target Language Chunks in Use:	**ENG.3.3.W2** Pupils can copy the model/example on the writing task about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” based on the model/example provided to practise for further writing activities. **ENG.3.3.W3** Pupils can organise and form a content for the assigned writing task on the current content “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” based on the model/example provided. **ENG.3.3.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”. **ENG.3.3.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” to communicate with other people. **ENG.3.3.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.3.S1** Pupils can get ready for speaking-expression process about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” with the help of supplementary audio-visual materials. **ENG.3.3.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”. **ENG.3.3.S3** Pupils can organise simple new verbal content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” by speaking accurately, efficiently, and authentically. **ENG.3.3.S4** Pupils can form a simple new verbal content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.3.S5** Pupils can reorganise and use information about the current theme on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” by reconstructing it to communicate with other people. **ENG.3.3.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” very simply for reflection in relation to themselves or others, both individually and/or with others.	

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				Language Chunk: (“To be”): (What’s your name? I’m/ am… / My name is…). (What does she look like? She’s tall and beautiful). Function: Asking and answering about ages of people, talking about birthdays and celebrating birthdays, talking about physical features. Language Chunks: (“Have got/ Has got: (+) (-) (?)”): (Have you got a big or small nose? I’ve/have got a small nose). (Have you got any T-shirts? Yes, I’ve/have got some T-shirts). (What colour hair has she got? She’s/has got blonde hair). (How is her hair? What’s her hair like? She’s/has got curly hair). Function: Describing possession of clothes and body parts. Language Chunks: (“Like/dislike”):(I like/ hate/dislike/love big sunglasses). Function: Expressing personal preferences and opinions about clothing. Language Chunk: (“Possessive “s”): (Whose dress is this? This is Jasmine’s dress). Function: Indicating ownership or relationships between people and objects. Language Chunks (“Present Progressive”): (What are you wearing today? I’m/am wearing a T-shirt today. I’m wearing a coat. It’s winter and it’s cold). Function: Describing		

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				what people are wearing Countable and uncountable nouns with some, any, much, many. (Have you got any shirts? Yes, I've got some shirts). Function: Asking and answering questions about quantity and availability. Question words: Whose, what…like. Function: Asking about ownership, characteristics, or descriptions of people or objects. Conjunctions: and, or. Function: Connecting similar ideas, options, or items in a sentence. Target Social Language in Use: You look great! Anytime! It's my pleasure! Go on , please! Nice shirt/T-shirt/etc.! I'm so excited! Come on! Calm down! Don't forget to….. Be careful! 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 /ʤ/) *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	Sub-themes: Parts of the body and physical features; personal	**ENG.3.3.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing".	PERFORMANCE ASSIGNMENT: Pupils will write a project about "Personal Life" to talk about themselves

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				characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing Target Vocabulary in Use (with revisional vocabulary): Parts of the body: A foot, feet, back, a tooth, teeth, a chin, an eyelash(es), an eyebrow(s). Adjectives: Hair: Blond(e), curly, straight; physical features: little, strong, weak, beautiful, pretty, nice, handsome, fat, ugly; personal characters: nice, good, bad, happy, sad, lazy, hardworking, young, old. Weather: Sunny, (it's) raining (rainy- AmE.), (it's) snowing (snowy- AmE.), warm, windy. Verbs for feelings about body parts: To like, to dislike. Clothes: Tops: A sweatshirt, a jumper (a sweater- AmE.); Bottoms: jeans, a skirt; Dresses: a dress Outwear: a jacket, a coat, a uniform Footwear: boots, shoes; Accessories: a necklace, an earring, a bag, sunglasses, socks. *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	**ENG.3.3.L2** Pupils can bring information about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" together with key details and main components while listening/watching it. **ENG.3.3.L3** Pupils can make meaning of/derive meaning from the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through details by listening/watching it carefully. **ENG.3.3.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 parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" in a very simple way. **ENG.3.3.P1** Pupils can select and use the target phonological elements of the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.3.R1** Pupils can get ready for the reading-comprehension process about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.R2** Pupils can bring information about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.3.R3** Pupils can make meaning of/derive meaning from the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" by reading it carefully. **ENG.3.3.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.3.V1** Pupils can select and use the target vocabulary of the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.3.G1** Pupils can select and use the language including target grammatical elements of the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.3.W1** Pupils can get ready for the writing-expression process about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" in an age-and level-appropriate way. **ENG.3.3.W2** Pupils can copy the model/example on the writing task about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" based on the model/example provided to practise for further writing activities. **ENG.3.3.W3** Pupils can organise and form a content for the assigned writing task on the current content "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" based on the model/example provided. **ENG.3.3.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" to communicate with other people.	and what they like. In their project, they will write about four things: physical features and descriptions, preferences for physical features, clothing, and birthday celebrations. First, they will write about their physical features, like their hair colour, eye colour, height, or other things that make them special. They can also describe someone in their family or a friend. Next, they will write about what physical features they like or prefer. For example, maybe they like long hair or colourful eyes. Then, they will talk about the clothes they wear every day or on special occasions. Finally, they will share what they do on their birthday. They can draw pictures, add stickers, or make a small booklet. When their project is ready, they will present it to the class and talk about it. The class will rate the presentations through the rating scales or checklists given by the teacher.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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. (Background and) Target Language Chunks in Use: Language Chunk: ("To be"): (What's your name? I'm/ am… / My name is…). (What does she look like? She's tall and beautiful). Function: Asking and answering about ages of people, talking about birthdays and celebrating birthdays, talking about physical features.	**ENG.3.3.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.3.S1** Pupils can get ready for speaking-expression process about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" with the help of supplementary audio-visual materials. **ENG.3.3.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.S3** Pupils can organise simple new verbal content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" by speaking accurately, efficiently, and authentically. **ENG.3.3.S4** Pupils can form a simple new verbal content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.3.S5** Pupils can reorganise and use information about the current theme on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" by reconstructing it to communicate with other people. **ENG.3.3.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" 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
				Language Chunks: (“Have got/ Has got: (+) (-) (?)”): (Have you got a big or small nose? I’ve/have got a small nose). (Have you got any T-shirts? Yes, I’ve/have got some T-shirts). (What colour hair has she got? She’s/has got blonde hair). (How is her hair? What’s her hair like? She’s/has got curly hair). Function: Describing possession of clothes and body parts. Language Chunks: (“Like/dislike”):(I like/ hate/dislike/love big sunglasses). Function: Expressing personal preferences and opinions about clothing. Language Chunk: (“Possessive “s”): (Whose dress is this? This is Jasmine’s dress). Function: Indicating ownership or relationships between people and objects. Language Chunks (“Present Progressive”): (What are you wearing today? I’m/am wearing a T-shirt today. I’m wearing a coat. It’s winter and it’s cold). Function: Describing what people are wearing Countable and uncountable nouns with some, any, much, many. (Have you got any shirts? Yes, I’ve got some shirts). Function: Asking and answering questions about quantity and availability. Question words: Whose, what…like. Function: Asking about		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				ownership, characteristics, or descriptions of people or objects. Conjunctions: and, or. Function: Connecting similar ideas, options, or items in a sentence. Target Social Language in Use: You look great! Anytime! It's my pleasure! Go on , please! Nice shirt/T-shirt/etc.! I'm so excited! Come on! Calm down! Don't forget to..... Be careful! 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	Sub-themes: Parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing Target Vocabulary in Use (with revisional vocabulary): Parts of the body: A foot, feet, back, a tooth, teeth, a chin, an eyelash(es), an eyebrow(s). Adjectives: Hair: Blond(e), curly, straight;	**ENG.3.3.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.L2** Pupils can bring information about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" together with key details and main components while listening/watching it. **ENG.3.3.L3** Pupils can make meaning of/derive meaning from the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through details by listening/watching it carefully. **ENG.3.3.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 parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" in a very simple way. **ENG.3.3.P1** Pupils can select and use the target phonological elements of the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" accurately, authentically, and naturally through	PERFORMANCE ASSIGNMENT: Pupils will write a project about "Personal Life" to talk about themselves and what they like. In their project, they will write about four things: physical features and descriptions, preferences for physical features, clothing, and birthday celebrations. First, they will write about their physical features, like their hair colour, eye colour, height, or other things that make them special. They can also describe someone in their family or a friend. Next, they will write about what physical features they like or prefer. For example, maybe they like long hair or colourful eyes. Then, they

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				physical features: little, strong, weak, beautiful, pretty, nice, handsome, fat, ugly; personal characters: nice, good, bad, happy, sad, lazy, hardworking, young, old. Weather: Sunny, (it's) raining (rainy- AmE.), (it's) snowing (snowy- AmE.), warm, windy. Verbs for feelings about body parts: To like, to dislike. Clothes: Tops: A sweatshirt, a jumper (a sweater- AmE.); Bottoms: jeans, a skirt; Dresses: a dress Outwear: a jacket, a coat, a uniform Footwear: boots, shoes; Accessories: a necklace, an earring, a bag, sunglasses, socks. *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	spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.3.R1** Pupils can get ready for the reading-comprehension process about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.R2** Pupils can bring information about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.3.R3** Pupils can make meaning of/derive meaning from the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" by reading it carefully. **ENG.3.3.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.3.V1** Pupils can select and use the target vocabulary of the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.3.G1** Pupils can select and use the language including target grammatical elements of the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.3.W1** Pupils can get ready for the writing-expression process about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" in an age-and level-appropriate way. **ENG.3.3.W2** Pupils can copy the model/example on the writing task about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" based on the model/example provided to practise for further writing activities. **ENG.3.3.W3** Pupils can organise and form a content for the assigned writing task on the current content "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" based on the model/example provided. **ENG.3.3.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" to communicate with other people. **ENG.3.3.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.3.S1** Pupils can get ready for speaking-expression process about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" with the help of supplementary audio-visual materials. **ENG.3.3.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.S3** Pupils can organise simple new verbal content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" by speaking accurately, efficiently, and authentically.	will talk about the clothes they wear every day or on special occasions. Finally, they will share what they do on their birthday. They can draw pictures, add stickers, or make a small booklet. When their project is ready, they will present it to the class and talk about it. The class will rate the presentations through the rating scales or checklists given by the teacher.

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. (Background and) Target Language Chunks in Use: Language Chunk: ("To be"): (What's your name? I'm/ am… / My name is…). (What does she look like? She's tall and beautiful). Function: Asking and answering about ages of people, talking about birthdays and celebrating birthdays, talking about physical features. Language Chunks: ("Have got/ Has got: (+) (-) (?)"): (Have you got a big or small nose? I've/have got a small nose). (Have you got any T-shirts? Yes, I've/have got some T-shirts). (What colour hair has she got? She's/has got blonde hair). (How is her hair? What's her hair like? She's/has	**ENG.3.3.S4** Pupils can form a simple new verbal content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.3.S5** Pupils can reorganise and use information about the current theme on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" by reconstructing it to communicate with other people. **ENG.3.3.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" 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 curly hair). Function: Describing possession of clothes and body parts. Language Chunks: (“Like/dislike”):(I like/ hate/dislike/love big sunglasses). Function: Expressing personal preferences and opinions about clothing. Language Chunk: (“Possessive “s”): (Whose dress is this? This is Jasmine’s dress). Function: Indicating ownership or relationships between people and objects. Language Chunks (“Present Progressive”): (What are you wearing today? I’m/am wearing a T-shirt today. I’m wearing a coat. It’s winter and it’s cold). Function: Describing what people are wearing Countable and uncountable nouns with some, any, much, many. (Have you got any shirts? Yes, I’ve got some shirts). Function: Asking and answering questions about quantity and availability. Question words: Whose, what…like. Function: Asking about ownership, characteristics, or descriptions of people or objects. Conjunctions: and, or. Function: Connecting similar ideas, options, or items in a sentence. Target Social Language in Use: You look great! Anytime! It’s my pleasure! Go on , please!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Nice shirt/T-shirt/etc.! I'm so excited! Come on! Calm down! Don't forget to..... Be careful! 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/, /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	Sub-themes: Parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing Target Vocabulary in Use (with revisional vocabulary): Parts of the body: A foot, feet, back, a tooth, teeth, a chin, an eyelash(es), an eyebrow(s). Adjectives: Hair: Blond(e), curly, straight; physical features: little, strong, weak, beautiful, pretty, nice, handsome, fat, ugly; personal characters: nice, good, bad, happy, sad, lazy, hardworking, young, old. Weather: Sunny, (it's) raining (rainy- AmE.), (it's) snowing (snowy- AmE.), warm, windy. Verbs for feelings about body parts: To like, to	**ENG.3.3.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.L2** Pupils can bring information about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" together with key details and main components while listening/watching it. **ENG.3.3.L3** Pupils can make meaning of/derive meaning from the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through details by listening/watching it carefully. **ENG.3.3.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 parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" in a very simple way. **ENG.3.3.P1** Pupils can select and use the target phonological elements of the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.3.R1** Pupils can get ready for the reading-comprehension process about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". **ENG.3.3.R2** Pupils can bring information about the current content on "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.3.R3** Pupils can make meaning of/derive meaning from the current content about "personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" by reading it carefully. **ENG.3.3.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life with parts of the body and physical features;	PERFORMANCE ASSIGNMENT: Pupils will write a project about "Personal Life" to talk about themselves and what they like. In their project, they will write about four things: physical features and descriptions, preferences for physical features, clothing, and birthday celebrations. First, they will write about their physical features, like their hair colour, eye colour, height, or other things that make them special. They can also describe someone in their family or a friend. Next, they will write about what physical features they like or prefer. For example, maybe they like long hair or colourful eyes. Then, they will talk about the clothes they wear every day or on special occasions. Finally, they will share what they do on their birthday. They can draw pictures, add stickers, or make a small booklet. When their project is ready, they will present it to the class and talk about it. The class will rate the presentations through the rating scales or checklists given by the teacher.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				dislike. Clothes: Tops: A sweatshirt, a jumper (a sweater- AmE.); Bottoms: jeans, a skirt; Dresses: a dress Outwear: a jacket, a coat, a uniform Footwear: boots, shoes; Accessories: a necklace, an earring, a bag, sunglasses, socks. *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	personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.3.V1** Pupils can select and use the target vocabulary of the current content about “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.3.G1** Pupils can select and use the language including target grammatical elements of the current content about “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.3.W1** Pupils can get ready for the writing-expression process about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” in an age-and level-appropriate way. **ENG.3.3.W2** Pupils can copy the model/example on the writing task about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” based on the model/example provided to practise for further writing activities. **ENG.3.3.W3** Pupils can organise and form a content for the assigned writing task on the current content “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” based on the model/example provided. **ENG.3.3.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”. **ENG.3.3.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” to communicate with other people. **ENG.3.3.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.3.S1** Pupils can get ready for speaking-expression process about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” with the help of supplementary audio-visual materials. **ENG.3.3.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”. **ENG.3.3.S3** Pupils can organise simple new verbal content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” by speaking accurately, efficiently, and authentically. **ENG.3.3.S4** Pupils can form a simple new verbal content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.3.S5** Pupils can reorganise and use information about the current theme on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” by reconstructing it to communicate with other people. **ENG.3.3.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” very simply for reflection in relation to themselves or others, both individually and/or with others.	

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				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. (Background and) Target Language Chunks in Use: Language Chunk: ("To be"): (What's your name? I'm/ am… / My name is…). (What does she look like? She's tall and beautiful). Function: Asking and answering about ages of people, talking about birthdays and celebrating birthdays, talking about physical features. Language Chunks: ("Have got/ Has got: (+) (-) (?)"): (Have you got a big or small nose? I've/have got a small nose). (Have you got any T-shirts? Yes, I've/have got some T-shirts). (What colour hair has she got? She's/has got blonde hair). (How is her hair? What's her hair like? She's/has got curly hair). Function: Describing possession of clothes and body parts. Language Chunks: ("Like/dislike"):(I like/ hate/dislike/love big sunglasses). Function: Expressing personal preferences and opinions about clothing. Language Chunk: ("Possessive "s"):		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Whose dress is this? This is Jasmine's dress). Function: Indicating ownership or relationships between people and objects. Language Chunks ("Present Progressive"): (What are you wearing today? I'm/am wearing a T-shirt today. I'm wearing a coat. It's winter and it's cold). Function: Describing what people are wearing Countable and uncountable nouns with some, any, much, many. (Have you got any shirts? Yes, I've got some shirts). Function: Asking and answering questions about quantity and availability. Question words: Whose, what…like. Function: Asking about ownership, characteristics, or descriptions of people or objects. Conjunctions: and, or. Function: Connecting similar ideas, options, or items in a sentence. Target Social Language in Use: You look great! Anytime! It's my pleasure! Go on , please! Nice shirt/T-shirt/etc.! I'm so excited! Come on! Calm down! Don't forget to….. Be careful! 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: (/		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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.		
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	2	Theme 4: Famıly Lıfe	Sub-themes: Family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members Target Vocabulary in Use (with revisional vocabulary): Family members: A cousin, an aunt, an uncle, a parent, a grandparent, a grandson, a granddaughter, a girl, a boy, a child, children, a man, men, a woman, women, dad, mum (mom-AmE.), a kid. Daily routines: To wake up, to wash face, to brush teeth, to put on (a dress), to have breakfast, to go to school, to work, to study, to have lunch, to go home, to have dinner, to watch TV, to read a book, to play games, to do homework, to go to bed. Hobbies: To swim, to play basketball/football, to play the guitar/piano/ violin, to play chess. Chores /housework: To cook, to prepare, to clean, to iron, to wash (the dishes), to make (the bed), to help (mother/family/ etc.), to put the garbage out (to take out the trash-AmE.).	**ENG.3.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.L2** **ENG.3.4.L3** Pupils can make meaning of/derive meaning from the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through details by listening/watching it carefully. **ENG.3.4.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; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in a very simple way. **ENG.3.4.P1** Pupils can select and use the target phonological elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.4.R1** Pupils can get ready for the reading-comprehension process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.R2** Pupils can bring information about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.4.R3** Pupils can make meaning of/derive meaning from the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by reading it carefully. **ENG.3.4.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; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.4.V1** Pupils can select and use the target vocabulary of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.G1** Pupils can select and use the language including target grammatical elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.W1** Pupils can get ready for the writing-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in an age- and level-appropriate way. **ENG.3.4.W2** Pupils can copy the model/example on the writing task about the current content on “family life with	PERFORMANCE ASSIGNMENT: Pupils will write a project about “Family Life” to share details about their family members and daily routines. In their project, they will write about four things: family members and their physical features, daily routines, hobbies and interests, and chores. First, they will introduce their family members, such as their parents, siblings, or extended family like grandparents or cousins. They will describe each family member using descriptive words, such as their height, hair colour, or special traits. Next, they will write about the daily routines of at least three family members. For example, they can describe what time someone wakes up, goes to school or work, and other activities like having meals or watching TV. Then, they will talk about their family’s hobbies and interests. For example, a family member might enjoy playing basketball, cooking, or playing a musical instrument. Finally, they will describe the chores different family members do at home, such as cooking, washing dishes, or taking out the garbage. They can draw pictures, create a family tree, or add stickers to make their project more creative. When their project is ready, they will present it to the class and talk about their family. The class will rate the presentations through the rating scales or checklists given by the teacher.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*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 in Use:	family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided to practise for further writing activities. **ENG.3.4.W3** Pupils can organise and form a content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided. **ENG.3.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” to communicate with other people. **ENG.3.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” very simply for reflection in relation to themselves or others, both individually and/ or with others. **ENG.3.4.S1** Pupils can get ready for speaking-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” with the help of supplementary audio-visual materials. **ENG.3.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.S3** Pupils can organise simple new verbal content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by speaking accurately, efficiently, and authentically. **ENG.3.4.S4** Pupils can form a simple new verbal content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.4.S5** Pupils can reorganise and use information about the current theme on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by reconstructing it to communicate with other people. **ENG.3.4.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” 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
				Language Chunks: (“To be Present”): (How old is your mother? She’s/is thirty-five years old. Is this her birthday today? Yes, it’s/ is her birthday today). Function: Asking and answering about ages, birthdays and celebrations. Language Chunks: (“The Simple Present Tense”): (What does she do every morning? She prepares breakfast every morning. What do you do at home? I clean my room every morning). Function: Describing habitual actions and routines. Language Chunks: (“Can/can’t”): (My father can cook. My father can’t cook) Function: Describing ability for personal life. Language Chunks: (“Could”): (Could you help me, please?) Function: Asking for requests. Question word: How often? Function: Asking about frequency of actions. Adverbs of time: Every, sometimes, always, often, never. Function: Indicating the frequency of actions or events. Adverbs of manner: Well Function: Describing how an action is performed. Conjunctions: But Function: Connecting contrasting ideas or statements. Target Social Language in Use: Can I have some water, please? Let’s eat together!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				That's so cool. Do me a favour! Give me a hand! No problem! I hope you will..... It's my pleasure! Follow me! Target Phonological Sounds in Use: Vowel: o Consonants: k, l, m, n, p Vowel: o: (/əʊ /, /ɪ /,) 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.		
20	15–19 Şubat	2	Theme 4: Famıly Lıfe	Sub-themes: Family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members Target Vocabulary in Use (with revisional vocabulary): Family members: A cousin, an aunt, an uncle, a parent, a grandparent, a grandson, a granddaughter, a girl, a boy, a child, children, a man, men, a woman, women, dad, mum (mom-AmE.), a kid. Daily routines: To wake up, to wash face, to brush teeth, to put on (a dress), to have breakfast, to go to school, to work, to study, to have lunch, to go home, to have dinner, to watch TV, to read a book, to play games, to do homework, to go to bed. Hobbies: To swim, to	**ENG.3.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members". **ENG.3.4.L2** **ENG.3.4.L3** Pupils can make meaning of/derive meaning from the current content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" through details by listening/watching it carefully. **ENG.3.4.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; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" in a very simple way. **ENG.3.4.P1** Pupils can select and use the target phonological elements of the current content about "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.4.R1** Pupils can get ready for the reading-comprehension process about the current content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members". **ENG.3.4.R2** Pupils can bring information about the current content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.4.R3** Pupils can make meaning of/derive meaning from the current content about "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" by reading it carefully. **ENG.3.4.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; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.4.V1** Pupils can select and use the target vocabulary of the current content about "family life with family	PERFORMANCE ASSIGNMENT: Pupils will write a project about "Family Life" to share details about their family members and daily routines. In their project, they will write about four things: family members and their physical features, daily routines, hobbies and interests, and chores. First, they will introduce their family members, such as their parents, siblings, or extended family like grandparents or cousins. They will describe each family member using descriptive words, such as their height, hair colour, or special traits. Next, they will write about the daily routines of at least three family members. For example, they can describe what time someone wakes up, goes to school or work, and other activities like having meals or watching TV. Then, they will talk about their family's hobbies and interests. For example, a family member might enjoy playing basketball, cooking, or playing a musical instrument. Finally, they will describe the chores different family members do at home, such as cooking, washing dishes, or taking out

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				play basketball/football, to play the guitar/piano/ violin, to play chess. Chores /housework: To cook, to prepare, to clean, to iron, to wash (the dishes), to make (the bed), to help (mother/family/ etc.), to put the garbage out (to take out the trash-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	members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.G1** Pupils can select and use the language including target grammatical elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.W1** Pupils can get ready for the writing-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in an age- and level-appropriate way. **ENG.3.4.W2** Pupils can copy the model/example on the writing task about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided to practise for further writing activities. **ENG.3.4.W3** Pupils can organise and form a content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided. **ENG.3.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” to communicate with other people. **ENG.3.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” very simply for reflection in relation to themselves or others, both individually and/ or with others. **ENG.3.4.S1** Pupils can get ready for speaking-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” with the help of supplementary audio-visual materials. **ENG.3.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.S3** Pupils can organise simple new verbal content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by speaking accurately, efficiently, and authentically. **ENG.3.4.S4** Pupils can form a simple new verbal content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.4.S5** Pupils can reorganise and use information about the current theme on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by reconstructing it to communicate with other people. **ENG.3.4.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” very simply for reflection in relation to themselves or others, both individually and/ or with others.	the garbage. They can draw pictures, create a family tree, or add stickers to make their project more creative. When their project is ready, they will present it to the class and talk about their family. The class will rate the presentations through the rating scales or checklists given by the teacher.

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				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 is your mother? She's/is thirty-five years old. Is this her birthday today? Yes, it's/ is her birthday today). Function: Asking and answering about ages, birthdays and celebrations. Language Chunks: ("The Simple Present Tense"): (What does she do every morning? She prepares breakfast every morning. What do you do at home? I clean my room every morning). Function: Describing habitual actions and routines. Language Chunks: ("Can/can't"): (My father can cook. My father can't cook) Function: Describing ability for personal life. Language Chunks: ("Could"): (Could you help me, please?) Function: Asking for requests. Question word: How often? Function: Asking about frequency of actions. Adverbs of time: Every, sometimes, always, often, never. Function: Indicating the frequency of actions or events. Adverbs of manner: Well Function: Describing		

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				how an action is performed. Conjunctions: But Function: Connecting contrasting ideas or statements. Target Social Language in Use: Can I have some water, please? Let's eat together! That's so cool. Do me a favour! Give me a hand! No problem! I hope you will..... It's my pleasure! Follow me! Target Phonological Sounds in Use: Vowel: o Consonants: k, l, m, n, p Vowel: o: (/əʊ /,/ɒ /,) 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.		
21	22–26 Şubat	2	Theme 4: Famıly Lıfe	Sub-themes: Family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members Target Vocabulary in Use (with revisional vocabulary): Family members: A cousin, an aunt, an uncle, a parent, a grandparent, a grandson, a granddaughter, a girl, a boy, a child, children, a man, men, a woman, women, dad, mum (mom-AmE.), a kid. Daily routines: To wake	**ENG.3.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members". **ENG.3.4.L2** **ENG.3.4.L3** Pupils can make meaning of/derive meaning from the current content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" through details by listening/watching it carefully. **ENG.3.4.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; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" in a very simple way. **ENG.3.4.P1** Pupils can select and use the target phonological elements of the current content about "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.4.R1** Pupils can get ready for the reading-comprehension process about the current content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members". **ENG.3.4.R2** Pupils can bring information about the current content on "family life with family members; ages of	PERFORMANCE ASSIGNMENT: Pupils will write a project about "Family Life" to share details about their family members and daily routines. In their project, they will write about four things: family members and their physical features, daily routines, hobbies and interests, and chores. First, they will introduce their family members, such as their parents, siblings, or extended family like grandparents or cousins. They will describe each family member using descriptive words, such as their height, hair colour, or special traits. Next, they will write about the daily routines of at least three family members. For example, they can describe what time someone wakes up, goes to

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				up, to wash face, to brush teeth, to put on (a dress), to have breakfast, to go to school, to work, to study, to have lunch, to go home, to have dinner, to watch TV, to read a book, to play games, to do homework, to go to bed. Hobbies: To swim, to play basketball/football, to play the guitar/piano/ violin, to play chess. Chores /housework: To cook, to prepare, to clean, to iron, to wash (the dishes), to make (the bed), to help (mother/family/ etc.), to put the garbage out (to take out the trash-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	family members; daily routines and chores of family members; hobbies and abilities of family members” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.4.R3** Pupils can make meaning of/derive meaning from the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by reading it carefully. **ENG.3.4.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; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.4.V1** Pupils can select and use the target vocabulary of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.G1** Pupils can select and use the language including target grammatical elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.W1** Pupils can get ready for the writing-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in an age- and level-appropriate way. **ENG.3.4.W2** Pupils can copy the model/example on the writing task about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided to practise for further writing activities. **ENG.3.4.W3** Pupils can organise and form a content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided. **ENG.3.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” to communicate with other people. **ENG.3.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” very simply for reflection in relation to themselves or others, both individually and/ or with others. **ENG.3.4.S1** Pupils can get ready for speaking-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” with the help of supplementary audio-visual materials. **ENG.3.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.S3** Pupils can organise simple new verbal content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by speaking accurately, efficiently, and authentically. **ENG.3.4.S4** Pupils can form a simple new verbal content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.4.S5** Pupils can reorganise and use information about the current theme on “family life with family members; 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Then, they will talk about their family’s hobbies and interests. For example, a family member might enjoy playing basketball, cooking, or playing a musical instrument. Finally, they will describe the chores different family members do at home, such as cooking, washing dishes, or taking out the garbage. They can draw pictures, create a family tree, or add stickers to make their project more creative. When their project is ready, they will present it to the class and talk about their family. The class will rate the presentations through the rating scales or checklists given by the teacher.

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				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 is your mother? She's/is thirty-five years old. Is this her birthday today? Yes, it's/ is her birthday today). Function: Asking and answering about ages, birthdays and celebrations. Language Chunks: ("The Simple Present Tense"): (What does she do every morning? She prepares breakfast every morning. What do you do at home? I clean my room every morning). Function: Describing habitual actions and routines. Language Chunks: ("Can/can't"): (My father can cook. My father can't cook) Function: Describing ability for personal life. Language Chunks: ("Could"): (Could you help me, please?) Function: Asking for requests. Question word: How	process about the current content, "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" 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
				often? Function: Asking about frequency of actions. Adverbs of time: Every, sometimes, always, often, never. Function: Indicating the frequency of actions or events. Adverbs of manner: Well Function: Describing how an action is performed. Conjunctions: But Function: Connecting contrasting ideas or statements. Target Social Language in Use: Can I have some water, please? Let's eat together! That's so cool. Do me a favour! Give me a hand! No problem! I hope you will..... It's my pleasure! Follow me! Target Phonological Sounds in Use: Vowel: o Consonants: k, l, m, n, p Vowel: o: (/əʊ /, /ɔː /,) 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.		
22	1–5 Mart	2	Theme 4: Famıly Lıfe	Sub-themes: Family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members Target Vocabulary in Use (with revisional	**ENG.3.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members". **ENG.3.4.L2** **ENG.3.4.L3** Pupils can make meaning of/derive meaning from the current content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" through details by listening/watching it carefully. **ENG.3.4.L4** Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/	PERFORMANCE ASSIGNMENT: Pupils will write a project about "Family Life" to share details about their family members and daily routines. In their project, they will write about four things: family members and their physical features, daily routines, hobbies and interests, and chores. First, they will introduce their family

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				vocabulary): Family members: A cousin, an aunt, an uncle, a parent, a grandparent, a grandson, a granddaughter, a girl, a boy, a child, children, a man, men, a woman, women, dad, mum (mom-AmE.), a kid. Daily routines: To wake up, to wash face, to brush teeth, to put on (a dress), to have breakfast, to go to school, to work, to study, to have lunch, to go home, to have dinner, to watch TV, to read a book, to play games, to do homework, to go to bed. Hobbies: To swim, to play basketball/football, to play the guitar/piano/ violin, to play chess. Chores /housework: To cook, to prepare, to clean, to iron, to wash (the dishes), to make (the bed), to help (mother/family/ etc.), to put the garbage out (to take out the trash-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	watching-comprehension process in relation to the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in a very simple way. **ENG.3.4.P1** Pupils can select and use the target phonological elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.4.R1** Pupils can get ready for the reading-comprehension process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.R2** Pupils can bring information about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.4.R3** Pupils can make meaning of/derive meaning from the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by reading it carefully. **ENG.3.4.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; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.4.V1** Pupils can select and use the target vocabulary of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.G1** Pupils can select and use the language including target grammatical elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.W1** Pupils can get ready for the writing-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in an age- and level-appropriate way. **ENG.3.4.W2** Pupils can copy the model/example on the writing task about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided to practise for further writing activities. **ENG.3.4.W3** Pupils can organise and form a content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided. **ENG.3.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” to communicate with other people. **ENG.3.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” very simply for reflection in relation to themselves or others, both individually and/ or with others. **ENG.3.4.S1** Pupils can get ready for speaking-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” with the help of supplementary audio-visual materials. **ENG.3.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and	members, such as their parents, siblings, or extended family like grandparents or cousins. They will describe each family member using descriptive words, such as their height, hair colour, or special traits. Next, they will write about the daily routines of at least three family members. For example, they can describe what time someone wakes up, goes to school or work, and other activities like having meals or watching TV. Then, they will talk about their family’s hobbies and interests. For example, a family member might enjoy playing basketball, cooking, or playing a musical instrument. Finally, they will describe the chores different family members do at home, such as cooking, washing dishes, or taking out the garbage. They can draw pictures, create a family tree, or add stickers to make their project more creative. When their project is ready, they will present it to the class and talk about their family. The class will rate the presentations through the rating scales or checklists given by the teacher.

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 in Use: Language Chunks: ("To be Present"): (How old is your mother? She's/is thirty-five years old. Is this her birthday today? Yes, it's/ is her birthday today). Function: Asking and answering about ages, birthdays and celebrations. Language Chunks: ("The Simple Present Tense"): (What does she do every morning? She prepares breakfast every morning. What do you do at home? I clean my room every morning). Function: Describing habitual actions and routines. Language Chunks:	abilities of family members". **ENG.3.4.S3** Pupils can organise simple new verbal content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" by speaking accurately, efficiently, and authentically. **ENG.3.4.S4** Pupils can form a simple new verbal content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.4.S5** Pupils can reorganise and use information about the current theme on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" by reconstructing it to communicate with other people. **ENG.3.4.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" 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
				(“Can/can’t”): (My father can cook. My father can’t cook) Function: Describing ability for personal life. Language Chunks: (“Could”): (Could you help me, please?) Function: Asking for requests. Question word: How often? Function: Asking about frequency of actions. Adverbs of time: Every, sometimes, always, often, never. Function: Indicating the frequency of actions or events. Adverbs of manner: Well Function: Describing how an action is performed. Conjunctions: But Function: Connecting contrasting ideas or statements. Target Social Language in Use: Can I have some water, please? Let’s eat together! That’s so cool. Do me a favour! Give me a hand! No problem! I hope you will….. It’s my pleasure! Follow me! Target Phonological Sounds in Use: Vowel: o Consonants: k, l, m, n, p Vowel: o: (/əʊ/, /ɪ/,) Consonants: k: (/k/); l: (/l/); m; (/m/,/n/); n: (/n/, /ŋ/); 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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in the theme.		
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	2	Theme 4: Famıly Lıfe	Sub-themes: Family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members Target Vocabulary in Use (with revisional vocabulary): Family members: A cousin, an aunt, an uncle, a parent, a grandparent, a grandson, a granddaughter, a girl, a boy, a child, children, a man, men, a woman, women, dad, mum (mom-AmE.), a kid. Daily routines: To wake up, to wash face, to brush teeth, to put on (a dress), to have breakfast, to go to school, to work, to study, to have lunch, to go home, to have dinner, to watch TV, to read a book, to play games, to do homework, to go to bed. Hobbies: To swim, to play basketball/football, to play the guitar/piano/ violin, to play chess. Chores /housework: To cook, to prepare, to clean, to iron, to wash (the dishes), to make (the bed), to help (mother/family/ etc.), to put the garbage out (to take out the trash-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	**ENG.3.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.L2** **ENG.3.4.L3** Pupils can make meaning of/derive meaning from the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through details by listening/watching it carefully. **ENG.3.4.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; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in a very simple way. **ENG.3.4.P1** Pupils can select and use the target phonological elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.4.R1** Pupils can get ready for the reading-comprehension process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.R2** Pupils can bring information about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.4.R3** Pupils can make meaning of/derive meaning from the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by reading it carefully. **ENG.3.4.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; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.4.V1** Pupils can select and use the target vocabulary of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.G1** Pupils can select and use the language including target grammatical elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.W1** Pupils can get ready for the writing-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in an age- and level-appropriate way. **ENG.3.4.W2** Pupils can copy the model/example on the writing task about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided to practise for further writing activities. **ENG.3.4.W3** Pupils can organise and form a content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided. **ENG.3.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the	PERFORMANCE ASSIGNMENT: Pupils will write a project about “Family Life” to share details about their family members and daily routines. In their project, they will write about four things: family members and their physical features, daily routines, hobbies and interests, and chores. First, they will introduce their family members, such as their parents, siblings, or extended family like grandparents or cousins. They will describe each family member using descriptive words, such as their height, hair colour, or special traits. Next, they will write about the daily routines of at least three family members. For example, they can describe what time someone wakes up, goes to school or work, and other activities like having meals or watching TV. Then, they will talk about their family’s hobbies and interests. For example, a family member might enjoy playing basketball, cooking, or playing a musical instrument. Finally, they will describe the chores different family members do at home, such as cooking, washing dishes, or taking out the garbage. They can draw pictures, create a family tree, or add stickers to make their project more creative. When their project is ready, they will present it to the class and talk about their family. The class will rate the presentations through the rating scales or checklists given by the teacher. 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
				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 is your mother? She's/is thirty-five years old. Is this her birthday today? Yes, it's/ is her birthday today). Function: Asking and answering about ages, birthdays and	"family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" to communicate with other people. **ENG.3.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" very simply for reflection in relation to themselves or others, both individually and/ or with others. **ENG.3.4.S1** Pupils can get ready for speaking-expression process about the current content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" with the help of supplementary audio-visual materials. **ENG.3.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members". **ENG.3.4.S3** Pupils can organise simple new verbal content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" by speaking accurately, efficiently, and authentically. **ENG.3.4.S4** Pupils can form a simple new verbal content on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.4.S5** Pupils can reorganise and use information about the current theme on "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" by reconstructing it to communicate with other people. **ENG.3.4.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" 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
				celebrations. Language Chunks: (“The Simple Present Tense”): (What does she do every morning? She prepares breakfast every morning. What do you do at home? I clean my room every morning). Function: Describing habitual actions and routines. Language Chunks: (“Can/can’t”): (My father can cook. My father can’t cook) Function: Describing ability for personal life. Language Chunks: (“Could”): (Could you help me, please?) Function: Asking for requests. Question word: How often? Function: Asking about frequency of actions. Adverbs of time: Every, sometimes, always, often, never. Function: Indicating the frequency of actions or events. Adverbs of manner: Well Function: Describing how an action is performed. Conjunctions: But Function: Connecting contrasting ideas or statements. Target Social Language in Use: Can I have some water, please? Let’s eat together! That’s so cool. Do me a favour! Give me a hand! No problem! I hope you will….. It’s my pleasure! Follow me! Target Phonological Sounds in Use: Vowel: o		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Consonants: k, l, m, n, p Vowel: o: (/əʊ /, /ɔː/,) 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.		
24	22–26 Mart	2	Theme 4: Famıly Lıfe	Sub-themes: Family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members Target Vocabulary in Use (with revisional vocabulary): Family members: A cousin, an aunt, an uncle, a parent, a grandparent, a grandson, a granddaughter, a girl, a boy, a child, children, a man, men, a woman, women, dad, mum (mom-AmE.), a kid. Daily routines: To wake up, to wash face, to brush teeth, to put on (a dress), to have breakfast, to go to school, to work, to study, to have lunch, to go home, to have dinner, to watch TV, to read a book, to play games, to do homework, to go to bed. Hobbies: To swim, to play basketball/football, to play the guitar/piano/ violin, to play chess. Chores /housework: To cook, to prepare, to clean, to iron, to wash (the dishes), to make (the bed), to help (mother/family/ etc.), to put the garbage out (to	**ENG.3.4.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.L2** **ENG.3.4.L3** Pupils can make meaning of/derive meaning from the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through details by listening/watching it carefully. **ENG.3.4.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; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in a very simple way. **ENG.3.4.P1** Pupils can select and use the target phonological elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.4.R1** Pupils can get ready for the reading-comprehension process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.R2** Pupils can bring information about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.4.R3** Pupils can make meaning of/derive meaning from the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by reading it carefully. **ENG.3.4.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; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.4.V1** Pupils can select and use the target vocabulary of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.G1** Pupils can select and use the language including target grammatical elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.4.W1** Pupils can get ready for the writing-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in an age- and level-appropriate way.	PERFORMANCE ASSIGNMENT: Pupils will write a project about “Family Life” to share details about their family members and daily routines. In their project, they will write about four things: family members and their physical features, daily routines, hobbies and interests, and chores. First, they will introduce their family members, such as their parents, siblings, or extended family like grandparents or cousins. They will describe each family member using descriptive words, such as their height, hair colour, or special traits. Next, they will write about the daily routines of at least three family members. For example, they can describe what time someone wakes up, goes to school or work, and other activities like having meals or watching TV. Then, they will talk about their family’s hobbies and interests. For example, a family member might enjoy playing basketball, cooking, or playing a musical instrument. Finally, they will describe the chores different family members do at home, such as cooking, washing dishes, or taking out the garbage. They can draw pictures, create a family tree, or add stickers to make their project more creative. When their project is ready, they will present it to the class and talk about their family. The class will rate the presentations through the rating scales or checklists given by the teacher.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				take out the trash-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	**ENG.3.4.W2** Pupils can copy the model/example on the writing task about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided to practise for further writing activities. **ENG.3.4.W3** Pupils can organise and form a content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided. **ENG.3.4.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” to communicate with other people. **ENG.3.4.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” very simply for reflection in relation to themselves or others, both individually and/ or with others. **ENG.3.4.S1** Pupils can get ready for speaking-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” with the help of supplementary audio-visual materials. **ENG.3.4.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. **ENG.3.4.S3** Pupils can organise simple new verbal content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by speaking accurately, efficiently, and authentically. **ENG.3.4.S4** Pupils can form a simple new verbal content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.4.S5** Pupils can reorganise and use information about the current theme on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by reconstructing it to communicate with other people. **ENG.3.4.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” 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 is your mother? She’s/is thirty-five years old. Is this her birthday today? Yes, it’s/ is her birthday today). Function: Asking and answering about ages, birthdays and celebrations. Language Chunks: (“The Simple Present Tense”): (What does she do every morning? She prepares breakfast every morning. What do you do at home? I clean my room every morning). Function: Describing habitual actions and routines. Language Chunks: (“Can/can’t”): (My father can cook. My father can’t cook) Function: Describing ability for personal life. Language Chunks: (“Could”): (Could you help me, please?) Function: Asking for requests. Question word: How often? Function: Asking about frequency of actions. Adverbs of time: Every, sometimes, always, often, never. Function: Indicating the frequency of actions or events. Adverbs of manner: Well Function: Describing how an action is performed. Conjunctions: But Function: Connecting contrasting ideas or statements. Target Social Language in Use: Can I have some water, please?		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Let's eat together! That's so cool. Do me a favour! Give me a hand! No problem! I hope you will..... It's my pleasure! Follow me! Target Phonological Sounds in Use: Vowel: o Consonants: k, l, m, n, p Vowel: o: (/əʊ /, /ɒ /,) 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.		
25	29 Mart – 2 Nisan	2	Theme 5: Homes & Houses & The Neıghbourhood	Sub-themes: Life in the countryside; farmhouses and farm animals; activities and chores on a farm Target Vocabulary in Use (with revisional vocabulary): Farm animals: A cow, a donkey, chicken(hen), a goat, a horse, a sheep, a duck, a turkey, a rabbit. Vocabulary for the house types in the countryside: A farmhouse, a cottage, a barn. Vocabulary for the countryside: A village, a farm, a field, a tractor, grass, a plant. Activities/chores on a farm: To feed (animals), to bake, to water (flowers, vegetables, plants), to milk (cows), to garden, to plant (trees, vegetables, flowers), to grow (plants, vegetables, flowers), to collect (eggs).	**ENG.3.5.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm". **ENG.3.5.L2** Pupils can bring information about the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" together with key details and main components while listening/watching it. **ENG.3.5.L3** Pupils can make meaning of/derive meaning from the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" through details by listening/watching it carefully. **ENG.3.5.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 the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" in a very simple way. **ENG.3.5.P1** Pupils can select and use the target phonological elements of the current content about "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.5.R1** Pupils can get ready for the reading-comprehension process about the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm". **ENG.3.5.R2** Pupils can bring information about the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.5.R3** Pupils can make meaning of/derive meaning from the current content about "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" by reading it carefully. **ENG.3.5.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" for reflection in relation to themselves	PERFORMANCE ASSIGNMENT: Pupils will create a brochure about "Homes, Houses & The Neighbourhood" with a focus on life in the countryside. In their brochure, they will describe different types of houses such as farmhouses, cottages, and barns, explaining their features and the rural setting around them very simply with pictures and drawings.. They will also simply write about various farm animals like cows, chickens, and goats, detailing their appearance and roles on the farm. The brochure will include very simple information on common farm activities such as feeding animals, milking cows, and planting vegetables, as well as daily chores like watering plants and collecting eggs. To make the brochure visually appealing, pupils will include illustrations or images representing these elements of farm life. Finally, they will present their brochure to the class, sharing their knowledge of the countryside and its way of life. The class will rate the presentations through the rating scales or checklists given by the teacher.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*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 in Use:	or others, both individually and/or with others. **ENG.3.5.V1** Pupils can select and use the target vocabulary of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.G1** Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.W1** Pupils can get ready for the writing-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in an age- and level-appropriate way. **ENG.3.5.W2** Pupils can copy the model/example on the writing task about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided to practise for further writing activities. **ENG.3.5.W3** Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided. **ENG.3.5.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” to communicate with other people. **ENG.3.5.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.5.S1** Pupils can get ready for speaking-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” with the help of supplementary audio-visual materials. **ENG.3.5.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.S3** Pupils can organise simple new verbal content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by speaking accurately, efficiently, and authentically. **ENG.3.5.S4** Pupils can form a simple new verbal content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.5.S5** Pupils can reorganise and use information about the current theme on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by reconstructing it to communicate with other people. **ENG.3.5.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” very simply for reflection in relation to themselves or others, both individually and/or with others.	Library Week

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Language Chunks (“There is/There are”): (What is there on your farm? There’s/is a farmhouse on our farm). (How many cows are there on your farm? There are five cows on our farm). Function: Describing existence and quantity of objects or entities in a specific location. Language Chunks (“The Simple Present Tense”): (What do you do on your farm every day? I milk our cows every day). Function: Describing habitual actions or routines. Language Chunks (“The Present Progressive Tense”): (What is the farmer doing now? He’s/ is watering the vegetables now). Function: Describing actions happening at the moment of speaking. Adverbs of time: Now, at present, today Target Social Language in Use: No way! No idea. Fantastic! Help me! Why not? What a surprise! How beautiful! Let me… Cute! Target Phonological Sounds in Use: Consonants: q, r, s, t, v Consonants: q: /kju /; r: / (ɜr), /r/ (AmE.); s: (/s/, / s/, z/); t: (/ti /, / t/); v: (/vi /, ʌ/) *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.		
26	5–9 Nisan	2	Theme 5: Homes & Houses & The Neıghbourhood	Sub-themes: Life in the countryside; farmhouses and farm animals; activities and chores on a farm Target Vocabulary in Use (with revisional vocabulary): Farm animals: A cow, a donkey, chicken(hen), a goat, a horse, a sheep, a duck, a turkey, a rabbit. Vocabulary for the house types in the countryside: A farmhouse, a cottage, a barn. Vocabulary for the countryside: A village, a farm, a field, a tractor, grass, a plant. Activities/chores on a farm: To feed (animals), to bake, to water (flowers, vegetables, plants), to milk (cows), to garden, to plant (trees, vegetables, flowers), to grow (plants, vegetables, flowers), to collect (eggs). *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious	**ENG.3.5.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.L2** Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” together with key details and main components while listening/watching it. **ENG.3.5.L3** Pupils can make meaning of/derive meaning from the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through details by listening/watching it carefully. **ENG.3.5.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 the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in a very simple way. **ENG.3.5.P1** Pupils can select and use the target phonological elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.5.R1** Pupils can get ready for the reading-comprehension process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.R2** Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.5.R3** Pupils can make meaning of/derive meaning from the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by reading it carefully. **ENG.3.5.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.5.V1** Pupils can select and use the target vocabulary of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.G1** Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.W1** Pupils can get ready for the writing-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in an age- and level-appropriate way. **ENG.3.5.W2** Pupils can copy the model/example on the writing task about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided to practise for further writing activities. **ENG.3.5.W3** Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided. **ENG.3.5.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and	PERFORMANCE ASSIGNMENT: Pupils will create a brochure about “Homes, Houses & The Neighbourhood” with a focus on life in the countryside. In their brochure, they will describe different types of houses such as farmhouses, cottages, and barns, explaining their features and the rural setting around them very simply with pictures and drawings.. They will also simply write about various farm animals like cows, chickens, and goats, detailing their appearance and roles on the farm. The brochure will include very simple information on common farm activities such as feeding animals, milking cows, and planting vegetables, as well as daily chores like watering plants and collecting eggs. To make the brochure visually appealing, pupils will include illustrations or images representing these elements of farm life. Finally, they will present their brochure to the class, sharing their knowledge of the countryside and its way of life. The class will rate the presentations through the rating scales or checklists given by the teacher.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-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 ("There is/There are"): (What is there on your farm? There's/is a farmhouse on our farm). (How many cows are there on your farm? There are five cows on our farm). Function: Describing existence and quantity of objects or entities in a specific location. Language Chunks ("The Simple Present Tense"): (What do you do on your farm every day? I milk our cows every day). Function: Describing habitual actions or	chores on a farm". **ENG.3.5.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" to communicate with other people. **ENG.3.5.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.5.S1** Pupils can get ready for speaking-expression process about the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" with the help of supplementary audio-visual materials. **ENG.3.5.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm". **ENG.3.5.S3** Pupils can organise simple new verbal content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" by speaking accurately, efficiently, and authentically. **ENG.3.5.S4** Pupils can form a simple new verbal content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.5.S5** Pupils can reorganise and use information about the current theme on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" by reconstructing it to communicate with other people. **ENG.3.5.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" 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
				routines. Language Chunks (“The Present Progressive Tense”): (What is the farmer doing now? He’s/ is watering the vegetables now). Function: Describing actions happening at the moment of speaking. Adverbs of time: Now, at present, today Target Social Language in Use: No way! No idea. Fantastic! Help me! Why not? What a surprise! How beautiful! Let me… Cute! Target Phonological Sounds in Use: Consonants: q, r, s, t, v Consonants: q: /kju /; r: / (ɜr), /r/ (AmE.); s: (/s/, / s/, ʒ/); 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.		
27	12–16 Nisan	2	Theme 5: Homes & Houses & The Neıghbourhood	Sub-themes: Life in the countryside; farmhouses and farm animals; activities and chores on a farm Target Vocabulary in Use (with revisional vocabulary): Farm animals: A cow, a donkey, chicken(hen), a goat, a horse, a sheep, a duck, a turkey, a rabbit. Vocabulary for the house types in the countryside: A farmhouse, a cottage, a barn.	**ENG.3.5.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.L2** Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” together with key details and main components while listening/watching it. **ENG.3.5.L3** Pupils can make meaning of/derive meaning from the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through details by listening/watching it carefully. **ENG.3.5.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 the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in a very simple way. **ENG.3.5.P1** Pupils can select and use the target phonological elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and	PERFORMANCE ASSIGNMENT: Pupils will create a brochure about “Homes, Houses & The Neighbourhood” with a focus on life in the countryside. In their brochure, they will describe different types of houses such as farmhouses, cottages, and barns, explaining their features and the rural setting around them very simply with pictures and drawings.. They will also simply write about various farm animals like cows, chickens, and goats, detailing their appearance and roles on the farm. The brochure will include very simple information on common farm activities such as

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for the countryside: A village, a farm, a field, a tractor, grass, a plant. Activities/chores on a farm: To feed (animals), to bake, to water (flowers, vegetables, plants), to milk (cows), to garden, to plant (trees, vegetables, flowers), to grow (plants, vegetables, flowers), to collect (eggs). *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	effective way when communicating with others. **ENG.3.5.R1** Pupils can get ready for the reading-comprehension process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.R2** Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.5.R3** Pupils can make meaning of/derive meaning from the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by reading it carefully. **ENG.3.5.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.5.V1** Pupils can select and use the target vocabulary of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.G1** Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.W1** Pupils can get ready for the writing-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in an age- and level-appropriate way. **ENG.3.5.W2** Pupils can copy the model/example on the writing task about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided to practise for further writing activities. **ENG.3.5.W3** Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided. **ENG.3.5.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” to communicate with other people. **ENG.3.5.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.5.S1** Pupils can get ready for speaking-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” with the help of supplementary audio-visual materials. **ENG.3.5.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.S3** Pupils can organise simple new verbal content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by speaking accurately, efficiently, and authentically. **ENG.3.5.S4** Pupils can form a simple new verbal content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through reconstruction by speaking	feeding animals, milking cows, and planting vegetables, as well as daily chores like watering plants and collecting eggs. To make the brochure visually appealing, pupils will include illustrations or images representing these elements of farm life. Finally, they will present their brochure to the class, sharing their knowledge of the countryside and its way of life. The class will rate the presentations through the rating scales or checklists given by the teacher.

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 in Use: Language Chunks ("There is/There are"): (What is there on your farm? There's/is a farmhouse on our farm). (How many cows are there on your farm? There are five cows on our farm). Function: Describing existence and quantity of objects or entities in a specific location. Language Chunks ("The Simple Present Tense"): (What do you do on your farm every day? I milk our cows every day). Function: Describing habitual actions or routines. Language Chunks ("The Present Progressive Tense"): (What is the farmer doing now? He's/is watering the vegetables now). Function: Describing actions happening at the moment of speaking. Adverbs of time: Now, at present, today Target Social Language in Use: No way! No idea. Fantastic! Help me! Why not? What a surprise! How beautiful!	accurately, efficiently, and authentically. **ENG.3.5.S5** Pupils can reorganise and use information about the current theme on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" by reconstructing it to communicate with other people. **ENG.3.5.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" 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 me… Cute! Target Phonological Sounds in Use: Consonants: q, r, s, t, v Consonants: q: /kju□ /; r: /□ □(Ƀr), /r/ (AmE.); s: (/s/, /□ s/, ƶ/); t: (/ti□ /, /t/); v: (/vi□ /, ɣ/) *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.		
28	19–22 Nisan	2	Theme 5: Homes & Houses & The Neıghbourhood	Sub-themes: Life in the countryside; farmhouses and farm animals; activities and chores on a farm Target Vocabulary in Use (with revisional vocabulary): Farm animals: A cow, a donkey, chicken(hen), a goat, a horse, a sheep, a duck, a turkey, a rabbit. Vocabulary for the house types in the countryside: A farmhouse, a cottage, a barn. Vocabulary for the countryside: A village, a farm, a field, a tractor, grass, a plant. Activities/chores on a farm: To feed (animals), to bake, to water (flowers, vegetables, plants), to milk (cows), to garden, to plant (trees, vegetables, flowers), to grow (plants, vegetables, flowers), to collect (eggs). *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May	**ENG.3.5.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.L2** Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” together with key details and main components while listening/watching it. **ENG.3.5.L3** Pupils can make meaning of/derive meaning from the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through details by listening/watching it carefully. **ENG.3.5.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 the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in a very simple way. **ENG.3.5.P1** Pupils can select and use the target phonological elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.5.R1** Pupils can get ready for the reading-comprehension process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.R2** Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.5.R3** Pupils can make meaning of/derive meaning from the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by reading it carefully. **ENG.3.5.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.5.V1** Pupils can select and use the target vocabulary of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.G1** Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities	PERFORMANCE ASSIGNMENT: Pupils will create a brochure about “Homes, Houses & The Neighbourhood” with a focus on life in the countryside. In their brochure, they will describe different types of houses such as farmhouses, cottages, and barns, explaining their features and the rural setting around them very simply with pictures and drawings.. They will also simply write about various farm animals like cows, chickens, and goats, detailing their appearance and roles on the farm. The brochure will include very simple information on common farm activities such as feeding animals, milking cows, and planting vegetables, as well as daily chores like watering plants and collecting eggs. To make the brochure visually appealing, pupils will include illustrations or images representing these elements of farm life. Finally, they will present their brochure to the class, sharing their knowledge of the countryside and its way of life. The class will rate the presentations through the rating scales or checklists given by the teacher. 23 April, National Sovereignty and Children’s Day

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: Language Chunks ("There is/There are"): (What is there on your farm? There's/is a farmhouse on our farm). (How many cows are there on your farm?	and chores on a farm" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.W1** Pupils can get ready for the writing-expression process about the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" in an age- and level-appropriate way. **ENG.3.5.W2** Pupils can copy the model/example on the writing task about the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" based on the model/example provided to practise for further writing activities. **ENG.3.5.W3** Pupils can organise and form a content for the assigned writing task on the current content "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" based on the model/example provided. **ENG.3.5.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm". **ENG.3.5.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" to communicate with other people. **ENG.3.5.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.5.S1** Pupils can get ready for speaking-expression process about the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" with the help of supplementary audio-visual materials. **ENG.3.5.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm". **ENG.3.5.S3** Pupils can organise simple new verbal content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" by speaking accurately, efficiently, and authentically. **ENG.3.5.S4** Pupils can form a simple new verbal content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.5.S5** Pupils can reorganise and use information about the current theme on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" by reconstructing it to communicate with other people. **ENG.3.5.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" 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
				There are five cows on our farm). Function: Describing existence and quantity of objects or entities in a specific location. Language Chunks (“The Simple Present Tense”): (What do you do on your farm every day? I milk our cows every day). Function: Describing habitual actions or routines. Language Chunks (“The Present Progressive Tense”): (What is the farmer doing now? He’s/ is watering the vegetables now). Function: Describing actions happening at the moment of speaking. Adverbs of time: Now, at present, today Target Social Language in Use: No way! No idea. Fantastic! Help me! Why not? What a surprise! How beautiful! Let me… Cute! Target Phonological Sounds in Use: Consonants: q, r, s, t, v Consonants: q: /kju /; r: / (ɹr), /r/ (AmE.); s: (/s/, / s/, ʒ/); t: (/ti /, / t/); v: (/vi /, ʌ/) *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 & The	Sub-themes: Life in the countryside; farmhouses	**ENG.3.5.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and	PERFORMANCE ASSIGNMENT: Pupils will create a brochure about “Homes,

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
			Neıghbourhood	and farm animals; activities and chores on a farm Target Vocabulary in Use (with revisional vocabulary): Farm animals: A cow, a donkey, chicken(hen), a goat, a horse, a sheep, a duck, a turkey, a rabbit. Vocabulary for the house types in the countryside: A farmhouse, a cottage, a barn. Vocabulary for the countryside: A village, a farm, a field, a tractor, grass, a plant. Activities/chores on a farm: To feed (animals), to bake, to water (flowers, vegetables, plants), to milk (cows), to garden, to plant (trees, vegetables, flowers), to grow (plants, vegetables, flowers), to collect (eggs). *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	chores on a farm”. **ENG.3.5.L2** Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” together with key details and main components while listening/watching it. **ENG.3.5.L3** Pupils can make meaning of/derive meaning from the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through details by listening/watching it carefully. **ENG.3.5.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 the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in a very simple way. **ENG.3.5.P1** Pupils can select and use the target phonological elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.5.R1** Pupils can get ready for the reading-comprehension process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.R2** Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.5.R3** Pupils can make meaning of/derive meaning from the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by reading it carefully. **ENG.3.5.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.5.V1** Pupils can select and use the target vocabulary of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.G1** Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.W1** Pupils can get ready for the writing-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in an age- and level-appropriate way. **ENG.3.5.W2** Pupils can copy the model/example on the writing task about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided to practise for further writing activities. **ENG.3.5.W3** Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided. **ENG.3.5.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” to communicate with other people. **ENG.3.5.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life in the countryside;	Houses & The Neighbourhood” with a focus on life in the countryside. In their brochure, they will describe different types of houses such as farmhouses, cottages, and barns, explaining their features and the rural setting around them very simply with pictures and drawings.. They will also simply write about various farm animals like cows, chickens, and goats, detailing their appearance and roles on the farm. The brochure will include very simple information on common farm activities such as feeding animals, milking cows, and planting vegetables, as well as daily chores like watering plants and collecting eggs. To make the brochure visually appealing, pupils will include illustrations or images representing these elements of farm life. Finally, they will present their brochure to the class, sharing their knowledge of the countryside and its way of life. The class will rate the presentations through the rating scales or checklists given by the teacher. 29 April, Kût'ül Amâre Victory 1 May, Labour Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-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 ("There is/There are"): (What is there on your farm? There's/is a farmhouse on our farm). (How many cows are there on your farm? There are five cows on our farm). Function: Describing existence and quantity of objects or entities in a specific location. Language Chunks ("The Simple Present Tense"): (What do you do on your farm every day? I milk our cows every day). Function: Describing habitual actions or routines. Language Chunks ("The Present Progressive Tense"): (What is the farmer doing now? He's/is watering the vegetables now).	farmhouses and farm animals; activities and chores on a farm" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.5.S1** Pupils can get ready for speaking-expression process about the current content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" with the help of supplementary audio-visual materials. **ENG.3.5.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm". **ENG.3.5.S3** Pupils can organise simple new verbal content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" by speaking accurately, efficiently, and authentically. **ENG.3.5.S4** Pupils can form a simple new verbal content on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.5.S5** Pupils can reorganise and use information about the current theme on "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" by reconstructing it to communicate with other people. **ENG.3.5.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" 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: Describing actions happening at the moment of speaking. Adverbs of time: Now, at present, today Target Social Language in Use: No way! No idea. Fantastic! Help me! Why not? What a surprise! How beautiful! Let me… Cute! Target Phonological Sounds in Use: Consonants: q, r, s, t, v Consonants: q: /kju /; r: / (ɜr), /r/ (AmE.); s: (/s/, / s/, /z/); 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.		
30	3–7 Mayıs	2	Theme 5: Homes & Houses & The Neıghbourhood	Sub-themes: Life in the countryside; farmhouses and farm animals; activities and chores on a farm Target Vocabulary in Use (with revisional vocabulary): Farm animals: A cow, a donkey, chicken(hen), a goat, a horse, a sheep, a duck, a turkey, a rabbit. Vocabulary for the house types in the countryside: A farmhouse, a cottage, a barn. Vocabulary for the countryside: A village, a farm, a field, a tractor, grass, a plant. Activities/chores on a farm: To feed (animals), to bake, to water	**ENG.3.5.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.L2** Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” together with key details and main components while listening/watching it. **ENG.3.5.L3** Pupils can make meaning of/derive meaning from the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through details by listening/watching it carefully. **ENG.3.5.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 the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in a very simple way. **ENG.3.5.P1** Pupils can select and use the target phonological elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.5.R1** Pupils can get ready for the reading-comprehension process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.R2** Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.	PERFORMANCE ASSIGNMENT: Pupils will create a brochure about “Homes, Houses & The Neighbourhood” with a focus on life in the countryside. In their brochure, they will describe different types of houses such as farmhouses, cottages, and barns, explaining their features and the rural setting around them very simply with pictures and drawings.. They will also simply write about various farm animals like cows, chickens, and goats, detailing their appearance and roles on the farm. The brochure will include very simple information on common farm activities such as feeding animals, milking cows, and planting vegetables, as well as daily chores like watering plants and collecting eggs. To make the brochure visually appealing, pupils will include illustrations or images representing these elements of farm life. Finally,

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(flowers, vegetables, plants), to milk (cows), to garden, to plant (trees, vegetables, flowers), to grow (plants, vegetables, flowers), to collect (eggs). *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	**ENG.3.5.R3** Pupils can make meaning of/derive meaning from the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by reading it carefully. **ENG.3.5.R4** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.5.V1** Pupils can select and use the target vocabulary of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.G1** Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.5.W1** Pupils can get ready for the writing-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in an age- and level-appropriate way. **ENG.3.5.W2** Pupils can copy the model/example on the writing task about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided to practise for further writing activities. **ENG.3.5.W3** Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided. **ENG.3.5.W4** Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.W5** Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” to communicate with other people. **ENG.3.5.W6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.5.S1** Pupils can get ready for speaking-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” with the help of supplementary audio-visual materials. **ENG.3.5.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”. **ENG.3.5.S3** Pupils can organise simple new verbal content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by speaking accurately, efficiently, and authentically. **ENG.3.5.S4** Pupils can form a simple new verbal content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.5.S5** Pupils can reorganise and use information about the current theme on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by reconstructing it to communicate with other people. **ENG.3.5.S6** Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” very simply for reflection in relation to themselves or others, both	they will present their brochure to the class, sharing their knowledge of the countryside and its way of life. The class will rate the presentations through the rating scales or checklists given by the teacher.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				table for this section is provided in the introduction to the whole English Language Curriculum. Target Language Chunks in Use: Language Chunks (“There is/There are”): (What is there on your farm? There’s/is a farmhouse on our farm). (How many cows are there on your farm? There are five cows on our farm). Function: Describing existence and quantity of objects or entities in a specific location. Language Chunks (“The Simple Present Tense”): (What do you do on your farm every day? I milk our cows every day). Function: Describing habitual actions or routines. Language Chunks (“The Present Progressive Tense”): (What is the farmer doing now? He’s/ is watering the vegetables now). Function: Describing actions happening at the moment of speaking. Adverbs of time: Now, at present, today Target Social Language in Use: No way! No idea. Fantastic! Help me! Why not? What a surprise! How beautiful! Let me… Cute! Target Phonological Sounds in Use: Consonants: q, r, s, t, v Consonants: q: /kju /; r: / (ɜr), /r/ (AmE.); s:	individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(/s/, /ʃ s/, /ʒ/); t: (/tʃ /, /t/); v: (/vɪə /, /ɪ/) *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	Sub-themes: Food items and meals, eating outside and ordering food Target Vocabulary in Use (with revisional vocabulary): Meals: Breakfast, lunch, dinner. Food Items: Water, milk, tea, bread, fruit juice/ juice, cheese, cake, butter, pasta, soup, rice, salad, a sandwich, a pancake, a toast, an olive (s). Vocabulary for eating outside: Fast food, takeaway, a restaurant, a café, a bill, a waiter, a waitress, to eat, to drink, to order, to have, to want. Quantifiers: Some and any (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks. *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.3.6.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “life in the city and the world with food items and meals, eating outside and ordering food”. **ENG.3.6.L2** Pupils can bring information about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” together with key details and main components while listening/ watching it. **ENG.3.6.L3** Pupils can make meaning of/derive meaning from the current content on “life in the city and the world with food items and meals, eating outside and ordering food” through details by listening/watching it carefully. **ENG.3.6.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 food items and meals, eating outside and ordering food” in a very simple way. **ENG.3.6.P1** Pupils can select and use the target phonological elements of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.6.R1** Pupils can get ready for the reading-comprehension process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food”. **ENG.3.6.R2** Pupils can bring information about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.6.R3** Pupils can make meaning of/derive meaning from the current content about “life in the city and the world with food items and meals, eating outside and ordering food” by reading it carefully. **ENG.3.6.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 food items and meals, eating outside and ordering food” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.6.V1** Pupils can select and use the target vocabulary of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.6.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 food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.6.W1** Pupils can get ready for the writing-expression process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” in an age-and level-appropriate way. **ENG.3.6.W2** Pupils can copy the model/example on the writing task about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” based on the model/example provided to practise for further writing activities. **ENG.3.6.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 food items and meals, eating outside and ordering food” based on the model/example provided. **ENG.3.6.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 food items and meals, eating outside and ordering food”. **ENG.3.6.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 food items and meals, eating outside and ordering food” to communicate with other	PERFORMANCE ASSIGNMENT: Pupils will create a menu for a restaurant or cafe. They will design the menu by including a variety of food and drink items, and they will categorise the items into different sections such as breakfast, lunch, and dinner. They will use vocabulary words like bread, cheese, pasta, and salad to create meal options. pupils will also include drinks such as water, milk, tea, and fruit juice. In addition to the food and drinks, pupils will write about dining experiences like ordering food from a waiter or waitress and having a meal at a restaurant or cafe. They will use phrases such as “Can I have…” or “what do you want” and use quantifiers like “some and any” naturally in their sentences. After designing the menu, pupils will present it to the class as if they are working in the restaurant, explaining the different food options and what customers can expect. The class will rate the presentations through the rating scales or checklists given by the teacher.

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: (Language Chunk: (“The Simple Present Tense”): (What do you want? I want some salad, please). Function: Stating desires or preferences. Language Chunk: (“Will”): (What do you want? I’ll/will take some fruit, please). Function: Stating spontaneous decisions. Language Chunk:	people. **ENG.3.6.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 food items and meals, eating outside and ordering food” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.6.S1** Pupils can get ready for speaking-expression process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” with the help of supplementary audio-visual materials. **ENG.3.6.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “life in the city and the world with food items and meals, eating outside and ordering food”. **ENG.3.6.S3** Pupils can organise simple new verbal content on “life in the city and the world with food items and meals, eating outside and ordering food” by speaking accurately, efficiently, and authentically. **ENG.3.6.S4** Pupils can form a simple new verbal content on “life in the city and the world with food items and meals, eating outside and ordering food” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.6.S5** Pupils can reorganise and use information about the current theme on “life in the city and the world with food items and meals, eating outside and ordering food” by reconstructing it to communicate with other people. **ENG.3.6.S6** 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 food items and meals, eating outside and ordering food” 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
				(“Can”): (Can I have some soup ,please? Yes, you can. Can I see the menu, please? Yes, of course). Function: Asking for permission or making requests. Language Chunks: (“Have got/Has got”): Have you got any olives? Yes, I’ve/have got some olives. Have you got any fruit juice? Yes, we’ve/have got some fruit juice. What have you got for lunch? We’ve/have got some bread. Function: Asking and answering about possession or availability of items. Target Social Language in Use: Dinner is ready! What’s for breakfast/ dinner/lunch? I am full. Enjoy your meal! Breakfast/Lunch/Dinner time! Pass me the salt, please. Here you are. Target Phonological Sounds in Use: Vowel: 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.		
32	17–21 Mayıs	2	Theme 6: Lıfe In The Cıty & The World	Sub-themes: Food items and meals, eating	**ENG.3.6.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “life in the city and the world with food items and meals, eating outside and ordering food”.	PERFORMANCE ASSIGNMENT: Pupils will create a menu for a restaurant or

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				outside and ordering food Target Vocabulary in Use (with revisional vocabulary): Meals: Breakfast, lunch, dinner. Food Items: Water, milk, tea, bread, fruit juice/ juice, cheese, cake, butter, pasta, soup, rice, salad, a sandwich, a pancake, a toast, an olive (s). Vocabulary for eating outside: Fast food, takeaway, a restaurant, a café, a bill, a waiter, a waitress, to eat, to drink, to order, to have, to want. Quantifiers: Some and any (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks. *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	**ENG.3.6.L2** Pupils can bring information about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” together with key details and main components while listening/ watching it. **ENG.3.6.L3** Pupils can make meaning of/derive meaning from the current content on “life in the city and the world with food items and meals, eating outside and ordering food” through details by listening/watching it carefully. **ENG.3.6.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 food items and meals, eating outside and ordering food” in a very simple way. **ENG.3.6.P1** Pupils can select and use the target phonological elements of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.6.R1** Pupils can get ready for the reading-comprehension process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food”. **ENG.3.6.R2** Pupils can bring information about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.6.R3** Pupils can make meaning of/derive meaning from the current content about “life in the city and the world with food items and meals, eating outside and ordering food” by reading it carefully. **ENG.3.6.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 food items and meals, eating outside and ordering food” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.6.V1** Pupils can select and use the target vocabulary of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.6.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 food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.6.W1** Pupils can get ready for the writing-expression process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” in an age-and level-appropriate way. **ENG.3.6.W2** Pupils can copy the model/example on the writing task about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” based on the model/example provided to practise for further writing activities. **ENG.3.6.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 food items and meals, eating outside and ordering food” based on the model/example provided. **ENG.3.6.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 food items and meals, eating outside and ordering food”. **ENG.3.6.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 food items and meals, eating outside and ordering food” to communicate with other people. **ENG.3.6.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 food items and meals, eating outside and ordering food” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.6.S1** Pupils can get ready for speaking-expression process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” with the help of supplementary audio-visual materials. **ENG.3.6.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “life in the city and the world with food items and meals, eating outside and ordering food”. **ENG.3.6.S3** Pupils can organise simple new verbal content on “life in the city and the world with food items and meals, eating outside and ordering food” by speaking accurately, efficiently, and authentically. **ENG.3.6.S4** Pupils can form a simple new verbal content on “life in the city and the world with food items and meals,	cafe. They will design the menu by including a variety of food and drink items, and they will categorise the items into different sections such as breakfast, lunch, and dinner. They will use vocabulary words like bread, cheese, pasta, and salad to create meal options. pupils will also include drinks such as water, milk, tea, and fruit juice. In addition to the food and drinks, pupils will write about dining experiences like ordering food from a waiter or waitress and having a meal at a restaurant or cafe. They will use phrases such as “Can I have…” or “what do you want” and use quantifiers like “some and any” naturally in their sentences. After designing the menu, pupils will present it to the class as if they are working in the restaurant, explaining the different food options and what customers can expect. The class will rate the presentations through the rating scales or checklists given by the teacher. 19 May, The Commemoration of Atatürk, Youth and Sports Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-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 Chunk: ("The Simple Present Tense"): (What do you want? I want some salad, please). Function: Stating desires or preferences. Language Chunk: ("Will"): (What do you want? I'll/will take some fruit, please). Function: Stating spontaneous decisions. Language Chunk: ("Can"): (Can I have some soup ,please? Yes, you can. Can I see the menu, please? Yes, of course). Function: Asking for permission or making requests. Language Chunks: ("Have got/Has got"): Have you got any olives? Yes, I've/have got some olives. Have you got any fruit	eating outside and ordering food" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.6.S5** Pupils can reorganise and use information about the current theme on "life in the city and the world with food items and meals, eating outside and ordering food" by reconstructing it to communicate with other people. **ENG.3.6.S6** 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 food items and meals, eating outside and ordering food" 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
				juice? Yes, we've/have got some fruit juice. What have you got for lunch? We've/have got some bread. Function: Asking and answering about possession or availability of items. Target Social Language in Use: Dinner is ready! What's for breakfast/ dinner/lunch? I am full. Enjoy your meal! Breakfast/Lunch/Dinner time! Pass me the salt, please. Here you are. Target Phonological Sounds in Use: Vowel: 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	Sub-themes: Food items and meals, eating outside and ordering food Target Vocabulary in Use (with revisional vocabulary): Meals: Breakfast, lunch, dinner. Food Items: Water, milk, tea, bread, fruit juice/	**ENG.3.6.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "life in the city and the world with food items and meals, eating outside and ordering food". **ENG.3.6.L2** Pupils can bring information about the current content on "life in the city and the world with food items and meals, eating outside and ordering food" together with key details and main components while listening/ watching it. **ENG.3.6.L3** Pupils can make meaning of/derive meaning from the current content on "life in the city and the world with food items and meals, eating outside and ordering food" through details by listening/watching it carefully. **ENG.3.6.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 food items and meals, eating outside and ordering food" in a very simple way.	PERFORMANCE ASSIGNMENT: Pupils will create a menu for a restaurant or cafe. They will design the menu by including a variety of food and drink items, and they will categorise the items into different sections such as breakfast, lunch, and dinner. They will use vocabulary words like bread, cheese, pasta, and salad to create meal options. pupils will also include drinks such as water, milk, tea, and

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				juice, cheese, cake, butter, pasta, soup, rice, salad, a sandwich, a pancake, a toast, an olive (s). Vocabulary for eating outside: Fast food, takeaway, a restaurant, a café, a bill, a waiter, a waitress, to eat, to drink, to order, to have, to want. Quantifiers: Some and any (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks. *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	**ENG.3.6.P1** Pupils can select and use the target phonological elements of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.6.R1** Pupils can get ready for the reading-comprehension process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food”. **ENG.3.6.R2** Pupils can bring information about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.6.R3** Pupils can make meaning of/derive meaning from the current content about “life in the city and the world with food items and meals, eating outside and ordering food” by reading it carefully. **ENG.3.6.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 food items and meals, eating outside and ordering food” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.6.V1** Pupils can select and use the target vocabulary of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.6.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 food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.6.W1** Pupils can get ready for the writing-expression process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” in an age-and level-appropriate way. **ENG.3.6.W2** Pupils can copy the model/example on the writing task about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” based on the model/example provided to practise for further writing activities. **ENG.3.6.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 food items and meals, eating outside and ordering food” based on the model/example provided. **ENG.3.6.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 food items and meals, eating outside and ordering food”. **ENG.3.6.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 food items and meals, eating outside and ordering food” to communicate with other people. **ENG.3.6.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 food items and meals, eating outside and ordering food” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.6.S1** Pupils can get ready for speaking-expression process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” with the help of supplementary audio-visual materials. **ENG.3.6.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “life in the city and the world with food items and meals, eating outside and ordering food”. **ENG.3.6.S3** Pupils can organise simple new verbal content on “life in the city and the world with food items and meals, eating outside and ordering food” by speaking accurately, efficiently, and authentically. **ENG.3.6.S4** Pupils can form a simple new verbal content on “life in the city and the world with food items and meals, eating outside and ordering food” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.6.S5** Pupils can reorganise and use information about the current theme on “life in the city and the world with food items and meals, eating outside and ordering food” by reconstructing it to communicate with other people. **ENG.3.6.S6** 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 food items and meals, eating outside and ordering food” very simply for reflection in relation to themselves or others, both individually and/or with others.	fruit juice. In addition to the food and drinks, pupils will write about dining experiences like ordering food from a waiter or waitress and having a meal at a restaurant or cafe. They will use phrases such as “Can I have…” or “what do you want” and use quantifiers like “some and any” naturally in their sentences. After designing the menu, pupils will present it to the class as if they are working in the restaurant, explaining the different food options and what customers can expect. The class will rate the presentations through the rating scales or checklists given by the teacher.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 Chunk: ("The Simple Present Tense"): (What do you want? I want some salad, please). Function: Stating desires or preferences. Language Chunk: ("Will"): (What do you want? I'll/will take some fruit, please). Function: Stating spontaneous decisions. Language Chunk: ("Can"): (Can I have some soup ,please? Yes, you can. Can I see the menu, please? Yes, of course). Function: Asking for permission or making requests. Language Chunks: ("Have got/Has got"): Have you got any olives? Yes, I've/have got some olives. Have you got any fruit juice? Yes, we've/have got some fruit juice. What have you got for lunch? We've/have got some bread. Function: Asking and answering about possession or availability of items.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Social Language in Use: Dinner is ready! What's for breakfast/ dinner/lunch? I am full. Enjoy your meal! Breakfast/Lunch/Dinner time! Pass me the salt, please. Here you are. Target Phonological Sounds in Use: Vowel: 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	Sub-themes: Food items and meals, eating outside and ordering food Target Vocabulary in Use (with revisional vocabulary): Meals: Breakfast, lunch, dinner. Food Items: Water, milk, tea, bread, fruit juice/ juice, cheese, cake, butter, pasta, soup, rice, salad, a sandwich, a pancake, a toast, an olive (s). Vocabulary for eating outside: Fast food, takeaway, a restaurant, a café, a bill, a waiter, a waitress, to eat, to drink, to order, to have, to want. Quantifiers: Some and any (to be used naturally	**ENG.3.6.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on "life in the city and the world with food items and meals, eating outside and ordering food". **ENG.3.6.L2** Pupils can bring information about the current content on "life in the city and the world with food items and meals, eating outside and ordering food" together with key details and main components while listening/ watching it. **ENG.3.6.L3** Pupils can make meaning of/derive meaning from the current content on "life in the city and the world with food items and meals, eating outside and ordering food" through details by listening/watching it carefully. **ENG.3.6.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 food items and meals, eating outside and ordering food" in a very simple way. **ENG.3.6.P1** Pupils can select and use the target phonological elements of the current content about "life in the city and the world with food items and meals, eating outside and ordering food" accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.6.R1** Pupils can get ready for the reading-comprehension process about the current content on "life in the city and the world with food items and meals, eating outside and ordering food". **ENG.3.6.R2** Pupils can bring information about the current content on "life in the city and the world with food items and meals, eating outside and ordering food" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.6.R3** Pupils can make meaning of/derive meaning from the current content about "life in the city and the world with food items and meals, eating outside and ordering food" by reading it carefully. **ENG.3.6.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 food items and meals, eating outside and ordering food" for reflection in relation to themselves or others, both individually and/or with others.	PERFORMANCE ASSIGNMENT: Pupils will create a menu for a restaurant or cafe. They will design the menu by including a variety of food and drink items, and they will categorise the items into different sections such as breakfast, lunch, and dinner. They will use vocabulary words like bread, cheese, pasta, and salad to create meal options. pupils will also include drinks such as water, milk, tea, and fruit juice. In addition to the food and drinks, pupils will write about dining experiences like ordering food from a waiter or waitress and having a meal at a restaurant or cafe. They will use phrases such as "Can I have…" or "what do you want" and use quantifiers like "some and any" naturally in their sentences. After designing the menu, pupils will present it to the class as if they are working in the restaurant, explaining the different food options and what customers

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				and automatically with all food items, without explaining its grammatical function, with language chunks. *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	**ENG.3.6.V1** Pupils can select and use the target vocabulary of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.6.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 food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.6.W1** Pupils can get ready for the writing-expression process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” in an age-and level-appropriate way. **ENG.3.6.W2** Pupils can copy the model/example on the writing task about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” based on the model/example provided to practise for further writing activities. **ENG.3.6.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 food items and meals, eating outside and ordering food” based on the model/example provided. **ENG.3.6.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 food items and meals, eating outside and ordering food”. **ENG.3.6.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 food items and meals, eating outside and ordering food” to communicate with other people. **ENG.3.6.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 food items and meals, eating outside and ordering food” very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.6.S1** Pupils can get ready for speaking-expression process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” with the help of supplementary audio-visual materials. **ENG.3.6.S2** Pupils can imitate the model/example for producing verbal content about the current theme on “life in the city and the world with food items and meals, eating outside and ordering food”. **ENG.3.6.S3** Pupils can organise simple new verbal content on “life in the city and the world with food items and meals, eating outside and ordering food” by speaking accurately, efficiently, and authentically. **ENG.3.6.S4** Pupils can form a simple new verbal content on “life in the city and the world with food items and meals, eating outside and ordering food” through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.6.S5** Pupils can reorganise and use information about the current theme on “life in the city and the world with food items and meals, eating outside and ordering food” by reconstructing it to communicate with other people. **ENG.3.6.S6** 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 food items and meals, eating outside and ordering food” very simply for reflection in relation to themselves or others, both individually and/or with others.	can expect. The class will rate the presentations through the rating scales or checklists given by the teacher.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				introduction to the whole English Language Curriculum. Target Language Chunks in Use: (Language Chunk: (“The Simple Present Tense”): (What do you want? I want some salad, please). Function: Stating desires or preferences. Language Chunk: (“Will”): (What do you want? I’ll/will take some fruit, please). Function: Stating spontaneous decisions. Language Chunk: (“Can”): (Can I have some soup ,please? Yes, you can. Can I see the menu, please? Yes, of course). Function: Asking for permission or making requests. Language Chunks: (“Have got/Has got”): Have you got any olives? Yes, I’ve/have got some olives. Have you got any fruit juice? Yes, we’ve/have got some fruit juice. What have you got for lunch? We’ve/have got some bread. Function: Asking and answering about possession or availability of items. Target Social Language in Use: Dinner is ready! What’s for breakfast/ dinner/lunch? I am full. Enjoy your meal! Breakfast/Lunch/Dinner time! Pass me the salt, please. Here you are. Target Phonological Sounds in Use: Vowel: u		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Consonants: w, x, y, z Vowel: u: (/juː /, /ɜː /, /juː /) w: (/w/); x: (/ks/, /ɡzs/, /gz/); y: (/waɪ /, /j/, /iː /, /i /)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	Sub-themes: Food items and meals, eating outside and ordering food Target Vocabulary in Use (with revisional vocabulary): Meals: Breakfast, lunch, dinner. Food Items: Water, milk, tea, bread, fruit juice/ juice, cheese, cake, butter, pasta, soup, rice, salad, a sandwich, a pancake, a toast, an olive (s). Vocabulary for eating outside: Fast food, takeaway, a restaurant, a café, a bill, a waiter, a waitress, to eat, to drink, to order, to have, to want. Quantifiers: Some and any (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks. *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.3.6.L1** Pupils can get ready for the listening/watching-comprehension process for the current content on “life in the city and the world with food items and meals, eating outside and ordering food”. **ENG.3.6.L2** Pupils can bring information about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” together with key details and main components while listening/ watching it. **ENG.3.6.L3** Pupils can make meaning of/derive meaning from the current content on “life in the city and the world with food items and meals, eating outside and ordering food” through details by listening/watching it carefully. **ENG.3.6.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 food items and meals, eating outside and ordering food” in a very simple way. **ENG.3.6.P1** Pupils can select and use the target phonological elements of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. **ENG.3.6.R1** Pupils can get ready for the reading-comprehension process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food”. **ENG.3.6.R2** Pupils can bring information about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.3.6.R3** Pupils can make meaning of/derive meaning from the current content about “life in the city and the world with food items and meals, eating outside and ordering food” by reading it carefully. **ENG.3.6.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 food items and meals, eating outside and ordering food” for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.6.V1** Pupils can select and use the target vocabulary of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.6.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 food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.3.6.W1** Pupils can get ready for the writing-expression process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” in an age-and level-appropriate way. **ENG.3.6.W2** Pupils can copy the model/example on the writing task about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” based on the model/example provided to practise for further writing activities. **ENG.3.6.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 food items and meals, eating outside and ordering food” based on the model/example	PERFORMANCE ASSIGNMENT: Pupils will create a menu for a restaurant or cafe. They will design the menu by including a variety of food and drink items, and they will categorise the items into different sections such as breakfast, lunch, and dinner. They will use vocabulary words like bread, cheese, pasta, and salad to create meal options. pupils will also include drinks such as water, milk, tea, and fruit juice. In addition to the food and drinks, pupils will write about dining experiences like ordering food from a waiter or waitress and having a meal at a restaurant or cafe. They will use phrases such as “Can I have…” or “what do you want” and use quantifiers like “some and any” naturally in their sentences. After designing the menu, pupils will present it to the class as if they are working in the restaurant, explaining the different food options and what customers can expect. The class will rate the presentations through the rating scales or checklists given by the teacher.

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 Chunk: ("The Simple Present Tense"): (What do you want? I want some salad, please). Function: Stating desires or preferences. Language Chunk: ("Will"): (What do you	provided. **ENG.3.6.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 food items and meals, eating outside and ordering food". **ENG.3.6.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 food items and meals, eating outside and ordering food" to communicate with other people. **ENG.3.6.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 food items and meals, eating outside and ordering food" very simply for reflection in relation to themselves or others, both individually and/or with others. **ENG.3.6.S1** Pupils can get ready for speaking-expression process about the current content on "life in the city and the world with food items and meals, eating outside and ordering food" with the help of supplementary audio-visual materials. **ENG.3.6.S2** Pupils can imitate the model/example for producing verbal content about the current theme on "life in the city and the world with food items and meals, eating outside and ordering food". **ENG.3.6.S3** Pupils can organise simple new verbal content on "life in the city and the world with food items and meals, eating outside and ordering food" by speaking accurately, efficiently, and authentically. **ENG.3.6.S4** Pupils can form a simple new verbal content on "life in the city and the world with food items and meals, eating outside and ordering food" through reconstruction by speaking accurately, efficiently, and authentically. **ENG.3.6.S5** Pupils can reorganise and use information about the current theme on "life in the city and the world with food items and meals, eating outside and ordering food" by reconstructing it to communicate with other people. **ENG.3.6.S6** 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 food items and meals, eating outside and ordering food" 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
				want? I'll/will take some fruit, please). Function: Stating spontaneous decisions. Language Chunk: ("Can"): (Can I have some soup ,please? Yes, you can. Can I see the menu, please? Yes, of course). Function: Asking for permission or making requests. Language Chunks: ("Have got/Has got"): Have you got any olives? Yes, I've/have got some olives. Have you got any fruit juice? Yes, we've/have got some fruit juice. What have you got for lunch? We've/have got some bread. Function: Asking and answering about possession or availability of items. Target Social Language in Use: Dinner is ready! What's for breakfast/ dinner/lunch? I am full. Enjoy your meal! Breakfast/Lunch/Dinner time! Pass me the salt, please. Here you are. Target Phonological Sounds in Use: Vowel: 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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				pronunciation activities in the theme.		
37	21–25 Haziran	2	(Sosyal etkinlik)			

Kaynak: MEB İNGİLİZCE (2-8. SINIF) TASLAK YILLIK ÇERÇEVE PLAN.xlsx (TYMM 3) · 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.