2026-2027 Eğitim-Öğretim Yılı · İngilizce 5. sınıf · Çoklu Yabancı Dil Eğitim Modeli Çerçeve Yıllık Planı

Haftalık 14 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	14	Orıentatıon			15 July, Democracy and National Unity Day Primary Education Week
2	21–25 Eylül	14	Revısıon (Tekrar)			26 September,Turkish Language Day
3	28 Eylül – 2 Ekim	14	Revısıon (Tekrar)			
4	5–9 Ekim	14	Theme 1: School Lıfe	Sub-themes: “School rules; people, roles and responsibilities at school; school routines; national days and celebrations”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for school rules: Verbs: To arrive at school on time, to bring (pens, books, etc.), not to bring food or drink into the classroom, not to bully, to follow safety instructions, to help new students, to raise your hand before you speak, to speak kindly (to your teacher and classmates), to throw (your rubbish in the bin), not to run in the corridor (hallway-AmE), not to shout, to obey rules, not to make noise in the library. Vocabulary for people at school: Nouns: A boy, a caretaker, a child, children, a classmate, a cleaner, a friend, a girl, a headmaster/ headmistress (principal-AmE), a headteacher, a librarian, a man, a parent, a pupil, student, a school nurse, a teacher, a woman, a counsellor (counselor-AmE). Vocabulary for roles and	**ENG.5.1.L1** Students can get ready for the listening/watching-comprehension process for the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” carefully. **ENG.5.1.L2** Students can bring information about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” together through significant details and main components while listening/watching it. **ENG.5.1.L3** Students can make meaning of/derive meaning from the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” through significant details by listening/watching it carefully. **ENG.5.1.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”. **ENG.5.1.P1** Students can select and use the target phonological elements of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.1.R1** Students can get ready for the reading-comprehension process about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”. **ENG.5.1.R2** Students can bring information about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.1.R3** Students can make meaning of / derive meaning from the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” by reading it carefully. **ENG.5.1.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life with people, places and rules at school; school clubs; countries; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.5.1.V1** Students can select and use the target vocabulary of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.1.G1** Students can select and use the target grammatical elements of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.1.W1** Students can get ready for the writing-expression process about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”. **ENG.5.1.W2** Students can understand the model/example for the writing task about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”. **ENG.5.1.W3** Students can organise a content for the assigned writing task on the current content “school life with people, places and rules at school; school clubs; countries; national days and celebrations” based on the model/ example provided.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will work on a project titled “My School Life” that focuses on school rules, the roles and responsibilities of people at school, and daily school routines. They will create a colourful poster or a short video showing the important rules they follow at school, describe the roles of teachers, students, and staff, and explain their daily school schedule using simple sentences and drawings or pictures. The project should focus on how everyone works together to make the school a happy and safe place. Students will present their projects to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				responsibilities at school: Verbs: To ask questions, to attend (meetings), to do tasks, to enjoy learning, to follow (instructions), to guide (their child), to learn, to manage (the classroom), to offer support, to organise books, to participate in (activities), to give health advice, to support classmates, to take care of (students' health), to give medical advice, to take care of the building. Vocabulary for school routines: Verbs: To arrive (at school), to borrow (a book), to check (your timetable), to clean (the board), to enter (school/ classroom), to follow (the teacher's instructions), to go to (the library/canteen), to have a break (recess-AmE), to help (a teacher/ a friend), to help (a teacher), to leave (school/classroom), to play in the garden (yard-AmE), to take (notes), to stand (in line), to turn on/off (the light/ computer), to use the toilets (restrooms-AmE), to walk in the corridor (hallway-AmE), to study for exams. *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the	**ENG.5.1.W4** Students can individually construct/form content for the assigned writing task on the current content "school life with people, places and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "school life with people, places and rules at school; school clubs; countries; national days and celebrations" to communicate with other people. **ENG.5.1.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "school life with people, places and rules at school; school clubs; countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.5.1.S1** Students can get ready for speaking-expression process about the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.S2** Students can use the model/example for producing verbal content about the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.S3** Students can organise a new verbal content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" by speaking accurately, efficiently, and authentically. **ENG.5.1.S4** Students can construct a new verbal content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" by speaking accurately, efficiently, and authentically. **ENG.5.1.S5** Students can reorganise (reconstruct) and use information about the "school life with people, places and rules at school; school clubs; countries; national days and celebrations" to communicate with other people. **ENG.5.1.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "school life with people, places and rules at school; school clubs; countries; national days and celebrations" to communicate with other people in relation to themselves or others, both individually and/or with others.	

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				use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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,		

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				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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense (Positive, Negative, Interrogative forms): (Everyone wears a uniform at school. Students arrive at school at 8:00 am.) - Modal "Can" for Permission: (You can't bring food or drink into the classroom. Can I use the computer for my research project?) -Modal "Must" for Obligation and Prohibition: (Students must bring their books, notebooks, pencils to class.) -Personal Pronouns: (I arrive at school on time every day. We participate in school events and activities.) -Wh- questions (who-when-what): (When do you arrive at school in the morning?) -Articles (a, an, the): (We have a break at 10:30 a.m. at school every day.) Background Grammatical Structures in Use: -To be: Present: (Punctuality is important at school.) -Imperatives: (Do not bully others. Follow the		

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				instructions carefully.) Functions of the Target Grammatical Structures in Use: -Use of Imperatives: Giving commands. -Use of The Simple Present Tense: Describing routines, facts, habits, general truths, and permanent situations. -Use of “Can” for Permission: Asking or giving permission. -Use of “Must” for Obligation and Prohibition: Expressing obligations or rules. -Use of Personal Pronouns: Indicating who is involved in the action, possession, and/or other relationships in a sentence. -Use of wh- Questions (who-when-what): Asking about things, actions, ideas, a time of an event, about people in an action. -Use of Articles (a, an, the): Referring to a specific or non-specific nouns. Functions of the Background Grammatical Structures in Use: -Use of “To be”: Present: Expressing a state, a condition, an identity or a location. -Use of Imperatives: Giving commands. Target Social Language Expressions in Use: Please! No chewing gum in class! Our school always puts on a show for important days! We had a blast at our school celebration! Target Phonological Sounds in Use:		

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				-Intonation of positive statements *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
5	12–16 Ekim	14	Theme 1: School Lıfe	Sub-themes: “School rules; people, roles and responsibilities at school; school routines; national days and celebrations”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for school rules: Verbs: To arrive at school on time, to bring (pens, books, etc.), not to bring food or drink into the classroom, not to bully, to follow safety instructions, to help new students, to raise your hand before you speak, to speak kindly (to your teacher and classmates), to throw (your rubbish in the bin), not to run in the corridor (hallway-AmE), not to shout, to obey rules, not to make noise in the library. Vocabulary for people at school: Nouns: A boy, a caretaker, a child, children, a classmate, a cleaner, a friend, a girl, a headmaster/ headmistress (principal-AmE), a headteacher, a librarian, a man, a parent, a pupil, student, a school nurse, a teacher, a woman, a counsellor (counselor-AmE). Vocabulary for roles and responsibilities at school: Verbs: To ask questions, to attend (meetings), to do tasks,	**ENG.5.1.L1** Students can get ready for the listening/watching-comprehension process for the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” carefully. **ENG.5.1.L2** Students can bring information about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” together through significant details and main components while listening/watching it. **ENG.5.1.L3** Students can make meaning of/derive meaning from the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” through significant details by listening/watching it carefully. **ENG.5.1.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”. **ENG.5.1.P1** Students can select and use the target phonological elements of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.1.R1** Students can get ready for the reading-comprehension process about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”. **ENG.5.1.R2** Students can bring information about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.1.R3** Students can make meaning of / derive meaning from the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” by reading it carefully. **ENG.5.1.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life with people, places and rules at school; school clubs; countries; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.5.1.V1** Students can select and use the target vocabulary of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.1.G1** Students can select and use the target grammatical elements of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.1.W1** Students can get ready for the writing-expression process about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”. **ENG.5.1.W2** Students can understand the model/example for the writing task about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”. **ENG.5.1.W3** Students can organise a content for the assigned writing task on the current content “school life with people, places and rules at school; school clubs; countries; national days and celebrations” based on the model/ example provided. **ENG.5.1.W4** Students can individually construct/form content for the assigned writing task on the current content “school life with people, places and rules at school; school clubs; countries; national days and celebrations”. **ENG.5.1.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “school life with people, places and rules at school; school clubs; countries; national days and celebrations” to communicate	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will work on a project titled “My School Life” that focuses on school rules, the roles and responsibilities of people at school, and daily school routines. 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				to enjoy learning, to follow (instructions), to guide (their child), to learn, to manage (the classroom), to offer support, to organise books, to participate in (activities), to give health advice, to support classmates, to take care of (students' health), to give medical advice, to take care of the building. Vocabulary for school routines: Verbs: To arrive (at school), to borrow (a book), to check (your timetable), to clean (the board), to enter (school/ classroom), to follow (the teacher's instructions), to go to (the library/canteen), to have a break (recess-AmE), to help (a teacher/ a friend), to help (a teacher), to leave (school/classroom), to play in the garden (yard-AmE), to take (notes), to stand (in line), to turn on/off (the light/ computer), to use the toilets (restrooms-AmE), to walk in the corridor (hallway-AmE), to study for exams. *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures	with other people. **ENG.5.1.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "school life with people, places and rules at school; school clubs; countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.5.1.S1** Students can get ready for speaking-expression process about the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.S2** Students can use the model/example for producing verbal content about the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.S3** Students can organise a new verbal content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" by speaking accurately, efficiently, and authentically. **ENG.5.1.S4** Students can construct a new verbal content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" by speaking accurately, efficiently, and authentically. **ENG.5.1.S5** Students can reorganise (reconstruct) and use information about the "school life with people, places and rules at school; school clubs; countries; national days and celebrations" to communicate with other people. **ENG.5.1.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "school life with people, places and rules at school; school clubs; countries; national days and celebrations" to communicate with other people in relation to themselves or others, both individually and/or with others.	

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				in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
6	19–23 Ekim	14	Theme 2: Classroom Lıfe	Sub-themes: “Classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for classroom rules: Verbs: To ask for help, to attend lessons, to arrive on time, to be kind and helpful, to be ready, to do (your) best, to keep the classroom tidy, not to leave rubbish (trash-AmE), to share (ideas). Vocabulary for classroom instructions: Check (your) answers, please! Finish the exercise, please! Let’s return to (your) seats, please. Listen carefully, please! Look at the screen, please! Pack your things, please! Pair up with (your) peer/ partner/friend, please! Read this, please! Turn to your peer, please! Write this down, please! Work quietly, please! Vocabulary for roles in the classroom: Nouns: A counsellor (counselor-AmE), a helper, a monitor, an assistant. Vocabulary for responsibilities in the classroom: To be on time, to do homework, to	**ENG.5.2.L1** Students can get ready for the listening/watching-comprehension process for the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” carefully. **ENG.5.2.L2** Students can bring information about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” together through significant details and main components while listening/watching it. **ENG.5.2.L3** Students can make meaning of/derive meaning from the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” through significant details by listening/watching it carefully. **ENG.5.2.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. **ENG.5.2.P1** Students can select and use the target phonological elements of the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.2.R1** Students can get ready for the reading-comprehension process about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. **ENG.5.2.R2** Students can bring information about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.2.R3** Students can make meaning of / derive meaning from the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” by reading it carefully. **ENG.5.2.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” in relation to themselves or others, both individually and/or with others. **ENG.5.2.V1** Students can select and use the target vocabulary of the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.2.G1** Students can select and use the target grammatical elements of the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.2.W1** Students can get ready for the writing-expression process about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. **ENG.5.2.W2** Students can understand the model/example for the writing task about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. **ENG.5.2.W3** Students can organise a content for the assigned writing task on the current content “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” based on the model/example provided. **ENG.5.2.W4** Students can individually construct/form content for the assigned writing task on the current content “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. **ENG.5.2.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will imagine that they are reporters writing a special article about their classroom life. They will describe their classroom rules, their daily and study routines, and the roles and responsibilities of their classmates. Students will include what subjects they study during the week and talk about their timetable. They will use some cardinal numbers (100-500) to describe the number of books or pencils in their classroom and some ordinal numbers (1-50) to talk about activities, such as, “Our first activity is reading, and our fifth activity is science”. Students will make their article colourful and creative by drawing a picture of their classroom and labelling it with words such as “teacher’s desk”, “bookshelf”, and “calendar” etc. Finally, they will give their article a title, such as “My Fantastic Classroom Life!” The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				follow the rules, to listen to the teacher, to study for exams, to take notes, to take care of class objects, to decide on duties. Vocabulary for daily routines in the classroom: To enter, to take (your) seat, to stand up, to clean (your) desk, to leave the classroom, to return to the classroom, to study alone/individually. Vocabulary for study routines in the classroom: Verbs: To listen to the teacher, to raise (your) hand, to talk to (your) classmates, to take notes, to copy from the board, to work in groups/pairs, to finish (your) task, to do practice, to match the words/pictures, to complete the worksheet, to present (your) work, to give examples, to discuss in pairs/groups, to repeat after the teacher. Vocabulary for school subjects: Information Technology (IT), Religion and Ethics, Visual Arts, Tales and Legends, English Reading, Robotic Coding. Vocabulary for timetables: Verbs: To attend a class, to change (a lesson time), to organise (a timetable), to plan, to review (the timetable), to remind. Nouns: Subjects, lesson (class-AmE), start, finish, first lesson/(class/period-AmE), last lesson/(class/period-(AmE), break time. Vocabulary for cardinal numbers: 100-500 Vocabulary for ordinal	"classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" to communicate with other people. **ENG.5.2.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" in relation to themselves or others, both individually and/or with others. **ENG.5.2.S1** Students can get ready for speaking-expression process about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.S2** Students can use the model/example for producing verbal content about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.S3** Students can organise a new verbal content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" by speaking accurately, efficiently, and authentically. **ENG.5.2.S4** Students can construct a new verbal content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" by speaking accurately, efficiently, and authentically. **ENG.5.2.S5** Students can reorganise (reconstruct) and use information about the "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" to communicate with other people. **ENG.5.2.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				numbers: 1-50 Target Grammatical Structures in Use: -Question Tags with the Simple Present Tense: (The teacher plans the schedule every week, doesn’t she?) -There is/are: (There is an assistant in the lab now.) - “Shall” for Polite Requests: (Shall we start our lesson in ten minutes?) -Object Pronouns: (The teacher asks us to take our seats before the class starts.) -Demonstrative Pronouns: (This is the worksheet we should complete in the Visual Arts class.) -Adverbs of frequency: (Students always raise their hands before they ask questions in the classroom.) -“Have to“ for Obligation (Present): (You have to take care of class objects.) -Wh- Questions (What time): (What time does the Visual Arts workshop begin?) Background Grammatical Structures in Use: -Imperatives: (Take notes during the Information Technology lesson and review them at home.) Functions of the Target Grammatical Structures in Use: -Use of The Simple Present Tense: Describing the responsibilities of different roles in the classroom and daily routines and study routines in a classroom.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of “Question Tags” with the Simple Present Tense: Confirming general truths, actions or habits. -Use of “There is/are”: Expressing the presence of something or somebody. -Use of “Shall” for Polite Requests: Making polite offers, suggestions, or requests, often in formal or traditional contexts. -Use of Object Pronouns: Replacing nouns that receive the action in a sentence. -Use of Demonstrative Pronouns: Replacing nouns to indicate specific things. -Use of Adverbs of Frequency: Expressing the frequency of actions or events. -“Use of Have to/ Has to” for Obligation (Present-Past): Describing general and impersonal obligation resulting from a fact or a rule in the past or at present. -Use of Wh- Questions (What time): Asking about time of actions. Functions of the Background Grammatical Structures: -Use of Imperatives: Giving instructions. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffholded language. *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,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: That's fantastic! Can I be excused? Sorry, I don't get it! Could you explain again? Can we take a break! I'm stuck on this English problem! Target Phonological Sounds in Use: -Intonation of negative statements. *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.			
7	26–30 Ekim	14	Theme 2: Classroom Lıfe	Sub-themes: "Classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom (extended school subjects & timetables); cardinal numbers 100-500; ordinal numbers 1-50". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for classroom rules: Verbs: To ask for help, to attend lessons, to arrive on time, to be kind and helpful, to be ready, to do	**ENG.5.2.L1** Students can get ready for the listening/watching-comprehension process for the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" carefully. **ENG.5.2.L2** Students can bring information about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" together through significant details and main components while listening/watching it. **ENG.5.2.L3** Students can make meaning of/derive meaning from the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" through significant details by listening/watching it carefully. **ENG.5.2.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.P1** Students can select and use the target phonological elements of the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.2.R1** Students can get ready for the reading-comprehension process about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.R2** Students can bring information about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" through skimming (looking	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will imagine that they are reporters writing a special article about their classroom life. They will describe their classroom rules, their daily and study routines, and the roles and responsibilities of their classmates. Students will include what subjects they study during the week and talk about their timetable. They will use some cardinal numbers (100-500) to describe the number of books or pencils in their classroom and some ordinal numbers (1-50) to talk about activities, such as, "Our first activity is reading, and our fifth activity is science". Students will make their article colourful and creative by drawing a picture of their classroom

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(your) best, to keep the classroom tidy, not to leave rubbish (trash-AmE), to share (ideas). Vocabulary for classroom instructions: Check (your) answers, please! Finish the exercise, please! Let's return to (your) seats, please. Listen carefully, please! Look at the screen, please! Pack your things, please! Pair up with (your) peer/ partner/friend, please! Read this, please! Turn to your peer, please! Write this down, please! Work quietly, please! Vocabulary for roles in the classroom: Nouns: A counsellor (counselor-AmE), a helper, a monitor, an assistant. Vocabulary for responsibilities in the classroom: To be on time, to do homework, to follow the rules, to listen to the teacher, to study for exams, to take notes, to take care of class objects, to decide on duties. Vocabulary for daily routines in the classroom: To enter, to take (your) seat, to stand up, to clean (your) desk, to leave the classroom, to return to the classroom, to study alone/individually. Vocabulary for study routines in the classroom: Verbs: To listen to the teacher, to raise (your) hand, to talk to (your) classmates, to take notes, to copy from the board, to work in groups/pairs, to finish (your) task, to do practice, to match the words/pictures, to	quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.2.R3** Students can make meaning of / derive meaning from the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" by reading it carefully. **ENG.5.2.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" in relation to themselves or others, both individually and/or with others. **ENG.5.2.V1** Students can select and use the target vocabulary of the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.2.G1** Students can select and use the target grammatical elements of the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.2.W1** Students can get ready for the writing-expression process about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.W2** Students can understand the model/example for the writing task about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.W3** Students can organise a content for the assigned writing task on the current content "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" based on the model/example provided. **ENG.5.2.W4** Students can individually construct/form content for the assigned writing task on the current content "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" to communicate with other people. **ENG.5.2.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" in relation to themselves or others, both individually and/or with others. **ENG.5.2.S1** Students can get ready for speaking-expression process about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.S2** Students can use the model/example for producing verbal content about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.S3** Students can organise a new verbal content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" by speaking accurately, efficiently, and authentically. **ENG.5.2.S4** Students can construct a new verbal content on "classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" by speaking accurately, efficiently, and authentically. **ENG.5.2.S5** Students can reorganise (reconstruct) and use information about the "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" to communicate with other people. **ENG.5.2.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" to communicate with other people in relation to themselves or others, both individually and/or with others.	and labelling it with words such as "teacher's desk", "bookshelf", and "calendar" etc. Finally, they will give their article a title, such as "My Fantastic Classroom Life!" The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 29 October, Republic Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				complete the worksheet, to present (your) work, to give examples, to discuss in pairs/groups, to repeat after the teacher. Vocabulary for school subjects: Information Technology (IT), Religion and Ethics, Visual Arts, Tales and Legends, English Reading, Robotic Coding. Vocabulary for timetables: Verbs: To attend a class, to change (a lesson time), to organise (a timetable), to plan, to review (the timetable), to remind. Nouns: Subjects, lesson (class-AmE), start, finish, first lesson/(class/ period-AmE), last lesson/(class/period-(AmE), break time. Vocabulary for cardinal numbers: 100-500 Vocabulary for ordinal numbers: 1-50 Target Grammatical Structures in Use: -Question Tags with the Simple Present Tense: (The teacher plans the schedule every week, doesn’t she?) -There is/are: (There is an assistant in the lab now.) - “Shall” for Polite Requests: (Shall we start our lesson in ten minutes?) -Object Pronouns: (The teacher asks us to take our seats before the class starts.) -Demonstrative Pronouns: (This is the worksheet we should complete in the Visual Arts class.) -Adverbs of frequency: (Students always raise their hands before they		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				ask questions in the classroom.) -“Have to” for Obligation (Present): (You have to take care of class objects.) -Wh- Questions (What time): (What time does the Visual Arts workshop begin?) Background Grammatical Structures in Use: -Imperatives: (Take notes during the Information Technology lesson and review them at home.) Functions of the Target Grammatical Structures in Use: -Use of The Simple Present Tense: Describing the responsibilities of different roles in the classroom and daily routines and study routines in a classroom. -Use of “Question Tags” with the Simple Present Tense: Confirming general truths, actions or habits. -Use of “There is/are”: Expressing the presence of something or somebody. -Use of “Shall” for Polite Requests: Making polite offers, suggestions, or requests, often in formal or traditional contexts. -Use of Object Pronouns: Replacing nouns that receive the action in a sentence. -Use of Demonstrative Pronouns: Replacing nouns to indicate specific things. -Use of Adverbs of Frequency: Expressing the frequency of actions or events. -“Use of Have to/ Has to”		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				for Obligation (Present-Past): Describing general and impersonal obligation resulting from a fact or a rule in the past or at present. -Use of Wh- Questions (What time): Asking about time of actions. Functions of the Background Grammatical Structures: -Use of Imperatives: Giving instructions. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffholded language. *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		

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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: That's fantastic! Can I be excused? Sorry, I don't get it! Could you explain again? Can we take a break! I'm stuck on this English problem! Target Phonological Sounds in Use: -Intonation of negative statements.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
8	2–6 Kasım	14	Theme 3: Personal Lıfe	Sub-themes: “Body parts and physical appearance and (features); clothing and dressing; personality traits”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts: Nouns: Back, beard, a body, a bone, an ear, and eye, a face, a fınger, a foot, hair, a hand, a head, a heart, a leg, a neck, a nose, skin, a toe, a tooth, a chin, an eyelash(es), an eyebrow(s), a moustache, a tongue. Vocabulary for physical appearance: Adjectives: Attractive, big, blonde, bright, brunette, chubby, curly, dark, fair, heavy, large, light, long, medium-height, old, plump, pretty, short, silver, slim, straight, strong, tall, wavy, round, huge, beautiful, nice, ugly. Colours: Black, blue, brown, green, grey, hazel, orange, pink, purple, red, yellow, white. Vocabulary for physical appearance: Nouns: Weight, height, kilogramme (kg) (kilogram-AmE), metre (meter-AmE). Vocabulary for physical appearance: Verbs: To look. Vocabulary for clothing and dressing: Nouns: Fashion, a mirror. Accessories: A bag, a	**ENG.5.3.L1** Students can get ready for the listening/watching-comprehension process for the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” carefully. **ENG.5.3.L2** Students can bring information about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” together through significant details and main components while listening/watching it. **ENG.5.3.L3** Students can make meaning of/derive meaning from the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” through significant details by listening/ watching it carefully. **ENG.5.3.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”. **ENG.5.3.P1** Students can select and use the target phonological elements of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.3.R1** Students can get ready for the reading-comprehension process about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”. **ENG.5.3.R2** Students can bring information about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.3.R3** Students can make meaning of / derive meaning from the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” by reading it carefully. **ENG.5.3.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with basic body parts and physical features; clothes; daily routines and activities” in relation to themselves or others, both individually and/or with others. **ENG.5.3.V1** Students can select and use the target vocabulary of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.3.G1** Students can select and use the target grammatical elements of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.3.W1** Students can get ready for the writing-expression process about the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits”. **ENG.5.3.W2** Students can understand the model/example for the writing task about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”. **ENG.5.3.W3** Students can organise a content for the assigned writing task on the current content “personal life with basic body parts and physical features; clothes; daily routines and activities” based on the model/example provided. **ENG.5.3.W4** Students can individually construct/form content for the assigned writing task on the current content “personal life with basic body parts and physical features; clothes; daily routines and activities”. **ENG.5.3.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “personal life with basic body parts and physical features; clothes; daily routines and activities” to communicate with other people. **ENG.5.3.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with basic body parts and physical features; clothes;	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a project titled “My Favourite Character”. This character can be anyone or anything such as a real person, a cartoon character or a character from an animation etc. First, they will draw their character on a paper or they may use Web 2.0 tools. The drawings should include some details such as physical appearance, body parts, clothing, and dressing. Then, students will write a short paragraph about their character. The paragraphs should include some details about the characters’ personality traits. Students will present their work to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				hat, a handbag, a jewellery, a necklace, a bracelet, earrings, a ring, sunglasses (sunnies), gloves, socks, a belt, a tie, a helmet, a watch, a headscarf. Clothes: Tops: a blouse, a jumper (a sweater-AmE), a blouse, a hoodie, a swimming costume (swimming suit/bathing suit-AmE), a cardigan, Dresses: a dress, Clothes: Bottoms: trousers (pants-AmE) a skirt, leggings, tights, jeans Footwear: shoes, boots, slippers, flip-flops, trainers (sneakers-AmE), flats Outwear: a coat, a jacket, a raincoat, a uniform, a suit, Sleepwear: pyjamas (pajamas-AmE). Adjectives: fashionable. Verbs: To fit, to seem, to wear, to get dressed, to try on. Vocabulary for personality traits: Adjectives: Positive: Brave, clever, friendly, happy, funny, kind, polite, hardworking, sweet, creative. Neutral: Careful, cool, lucky, quiet, shy, serious, tidy, strange. Negative: Angry, boring, rude, nervous, worried, naughty. Target Grammatical Structures in Use: -The Present Progressive Tense: (He is wearing a red T-shirt and jeans today). -Question Tags with the Present Progressive Tense: (She is carrying a big handbag, isn't she?) -Comparative Adjectives (Regular, Irregular): (He is taller than his younger brother). (She is more intelligent than everyone	daily routines and activities" in relation to themselves or others, both individually and/or with others. **ENG.5.3.S1** Students can get ready for speaking-expression process about the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities". **ENG.5.3.S2** Students can use the model/example for producing verbal content about the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities". **ENG.5.3.S3** Students can organise a new verbal content on "personal life with basic body parts and physical features; clothes; daily routines and activities" by speaking accurately, efficiently, and authentically. **ENG.5.3.S4** Students can construct a new verbal content on "personal life with basic body parts and physical features; clothes; daily routines and activities" by speaking accurately, efficiently, and authentically. **ENG.5.3.S5** Students can reorganise (reconstruct) and use information about the "personal life with basic body parts and physical features; clothes; daily routines and activities" to communicate with other people. **ENG.5.3.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "personal life with basic body parts and physical features; clothes; daily routines and activities" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in the class). -Possessive Pronouns: (That dress is hers, not yours). -Possessive Adjectives: (This is my favourite hat, and that is your favourite jacket). -Possessive ('s): (The dog's fur is soft and thick). Background Grammatical Structures in Use: - "Have/Has Got": (She has got curly blonde hair and hazel eyes). - "Wh-Questions" (whose): (Whose belt is on the chair?) - "Can/Can't" (Ability): (She can paint beautiful pictures, but she can't draw well). - "Can" (Possibility): (You can wear this necklace with your dress). Functions of the Target Grammatical Structures in Use: -Use of the Present Progressive Tense: Describing actions happening now. -Use of Question Tags with the Present Progressive Tense: Confirming ongoing actions. -Use of Comparative Adjectives (regular, irregular): Comparing two people or things. -Use of Possessive Pronouns: Replacing nouns to indicate possession. -Use of Possessive Adjectives: Showing ownership in relation to nouns. -Use of Possessive ('s): Indicating relationships or possession. Functions of the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Background Grammatical Structures in Use: -Use of “Have/Has got”: Expressing possession. -Use of “Wh-Questions” (whose): Asking about ownership. -Use of “Can/ Can’t” (ability): Expressing ability or inability. -Use of “Can” (Possibility): Talking about options or possibilities *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: Hold on! I'll be back in a jiffy! It's not fair! I'm not sure! That's cool! Target Phonological Sounds in Use: - Intonation of questions and question tags.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
9	9–13 Kasım					10 November, Atatürk Memorial Day
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	14	Theme 3: Personal Lıfe	Sub-themes: “Body parts and physical appearance and (features); clothing and dressing; personality traits”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts: Nouns: Back, beard, a body, a bone, an ear, and eye, a face, a finger, a foot, hair, a hand, a head, a heart, a leg, a neck, a nose, skin, a toe, a tooth, a chin, an eyelash(es), an eyebrow(s), a moustache, a tongue. Vocabulary for physical appearance: Adjectives: Attractive, big, blonde, bright, brunette, chubby, curly, dark, fair, heavy, large, light, long, medium-height, old, plump, pretty, short, silver, slim, straight, strong, tall, wavy, round, huge, beautiful, nice, ugly. Colours: Black, blue, brown, green, grey, hazel, orange, pink, purple, red, yellow, white. Vocabulary for physical appearance: Nouns: Weight, height, kilogramme (kg) (kilogram-AmE), metre (meter-AmE). Vocabulary for physical appearance: Verbs: To look.	**ENG.5.3.L1** Students can get ready for the listening/watching-comprehension process for the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” carefully. **ENG.5.3.L2** Students can bring information about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” together through significant details and main components while listening/watching it. **ENG.5.3.L3** Students can make meaning of/derive meaning from the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” through significant details by listening/watching it carefully. **ENG.5.3.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”. **ENG.5.3.P1** Students can select and use the target phonological elements of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.3.R1** Students can get ready for the reading-comprehension process about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”. **ENG.5.3.R2** Students can bring information about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.3.R3** Students can make meaning of / derive meaning from the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” by reading it carefully. **ENG.5.3.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with basic body parts and physical features; clothes; daily routines and activities” in relation to themselves or others, both individually and/or with others. **ENG.5.3.V1** Students can select and use the target vocabulary of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.3.G1** Students can select and use the target grammatical elements of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.3.W1** Students can get ready for the writing-expression process about the current content on “personal life with body parts and physical appearance and (features); clothing and dressing; personality traits”. **ENG.5.3.W2** Students can understand the model/example for the writing task about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”. **ENG.5.3.W3** Students can organise a content for the assigned writing task on the current content “personal life with basic body parts and physical features; clothes; daily routines and activities” based on the model/example provided. **ENG.5.3.W4** Students can individually construct/form content for the assigned writing task on the current content “personal life with basic body parts and physical features; clothes; daily routines and activities”. **ENG.5.3.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “personal life with basic body parts and physical features; clothes; daily routines and activities” to communicate with other	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a project titled “My Favourite Character”. This character can be anyone or anything such as a real person, a cartoon character or a character from an animation etc. First, they will draw their character on a paper or they may use Web 2.0 tools. The drawings should include some details such as physical appearance, body parts, clothing, and dressing. Then, students will write a short paragraph about their character. The paragraphs should include some details about the characters’ personality traits. Students will present their work to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 20 November Children’s Rights Day 24 November, Teachers' Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for clothing and dressing: Nouns: Fashion, a mirror. Accessories: A bag, a hat, a handbag, a jewellery, a necklace, a bracelet, earrings, a ring, sunglasses (sunnies), gloves, socks, a belt, a tie, a helmet, a watch, a headscarf. Clothes: Tops: a blouse, a jumper (a sweater-AmE), a blouse, a hoodie, a swimming costume (swimming suit/bathing suit-AmE), a cardigan, Dresses: a dress, Clothes: Bottoms: trousers (pants-AmE) a skirt, leggings, tights, jeans Footwear: shoes, boots, slippers, flip-flops, trainers (sneakers-AmE), flats Outwear: a coat, a jacket, a raincoat, a uniform, a suit, Sleepwear: pyjamas (pajamas-AmE). Adjectives: fashionable. Verbs: To fit, to seem, to wear, to get dressed, to try on. Vocabulary for personality traits: Adjectives: Positive: Brave, clever, friendly, happy, funny, kind, polite, hardworking, sweet, creative. Neutral: Careful, cool, lucky, quiet, shy, serious, tidy, strange. Negative: Angry, boring, rude, nervous, worried, naughty. Target Grammatical Structures in Use: -The Present Progressive Tense: (He is wearing a red T-shirt and jeans today). -Question Tags with the Present Progressive Tense: (She is carrying a big handbag, isn't she?) -Comparative Adjectives	people. **ENG.5.3.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with basic body parts and physical features; clothes; daily routines and activities" in relation to themselves or others, both individually and/or with others. **ENG.5.3.S1** Students can get ready for speaking-expression process about the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities". **ENG.5.3.S2** Students can use the model/example for producing verbal content about the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities". **ENG.5.3.S3** Students can organise a new verbal content on "personal life with basic body parts and physical features; clothes; daily routines and activities" by speaking accurately, efficiently, and authentically. **ENG.5.3.S4** Students can construct a new verbal content on "personal life with basic body parts and physical features; clothes; daily routines and activities" by speaking accurately, efficiently, and authentically. **ENG.5.3.S5** Students can reorganise (reconstruct) and use information about the "personal life with basic body parts and physical features; clothes; daily routines and activities" to communicate with other people. **ENG.5.3.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "personal life with basic body parts and physical features; clothes; daily routines and activities" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Regular, Irregular): (He is taller than his younger brother). (She is more intelligent than everyone in the class). -Possessive Pronouns: (That dress is hers, not yours). -Possessive Adjectives: (This is my favourite hat, and that is your favourite jacket). -Possessive ('s): (The dog's fur is soft and thick). Background Grammatical Structures in Use: - "Have/Has Got": (She has got curly blonde hair and hazel eyes). - "Wh-Questions" (whose): (Whose belt is on the chair?) - "Can/Can't" (Ability): (She can paint beautiful pictures, but she can't draw well). - "Can" (Possibility): (You can wear this necklace with your dress). Functions of the Target Grammatical Structures in Use: -Use of the Present Progressive Tense: Describing actions happening now. -Use of Question Tags with the Present Progressive Tense: Confirming ongoing actions. -Use of Comparative Adjectives (regular, irregular): Comparing two people or things. -Use of Possessive Pronouns: Replacing nouns to indicate possession. -Use of Possessive Adjectives: Showing ownership in relation to nouns.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Possessive ('s): Indicating relationships or possession. Functions of the Background Grammatical Structures in Use: -Use of "Have/Has got": Expressing possession. -Use of "Wh-Questions" (whose): Asking about ownership. -Use of "Can/ Can't" (ability): Expressing ability or inability. -Use of "Can" (Possibility): Talking about options or possibilities *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day",		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				“23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: Hold on! I’ll be back in a jiffy! It’s not fair! I’m not sure! That’s cool!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Phonological Sounds in Use: - Intonation of questions and question tags. *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
11	30 Kasım – 4 Aralık	14	Theme 4: Famıly Lıfe	Sub-themes: “Family members’ jobs and workplaces; daily and job routines of family members; different types of houses”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family members: Nouns: An aunt, a child, a cousin, a dad, a daddy, a grandchild, a granddad, a granddaughter, a grandma, a grandpa, a grandparent, a grandson, a granny, a mum (mom-AmE), a mummy (a mommy-AmE), a nephew, a niece, a parent, a son, twin(s), an uncle, a brother, a sister. Vocabulary for family members’ jobs: Nouns: An actor, an artist, a boss, a businessman, a businesswoman, a chemist (pharmacist-AmE), a coach, a cook, a customer, a dentist, a doctor (Dr), a driver, an engineer, an explorer, a farmer, a footballer, a journalist, an imam, a manager, a mechanic, a musician, a nurse, a pilot, a receptionist, a teacher. Vocabulary for family members’ workplaces: Nouns: A cinema (movie theatre-AmE), a studio, a gallery, a company, a	**ENG.5.4.L1** Students can get ready for the listening/watching-comprehension process for the current content on “family life with family members’ routines; family members’ hobbies and activities” carefully. **ENG.5.4.L2** Students can bring information about the current content on “family life with family members’ routines; family members’ hobbies and activities” together through significant details and main components while listening/watching it. **ENG.5.4.L3** Students can make meaning of/derive meaning from the current content on “family life with family members’ routines; family members’ hobbies and activities” through significant details by listening/watching it carefully. **ENG.5.4.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “family life with family members’ routines; family members’ hobbies and activities”. **ENG.5.4.P1** Students can select and use the target phonological elements of the current content about “family life with family members’ routines; family members’ hobbies and activities” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.4.R1** Students can get ready for the writing-comprehension process about the current content on “family life with family members’ routines; family members’ hobbies and activities”. **ENG.5.4.R2** Students can bring information about the current content on “family life with family members’ routines; family members’ hobbies and activities” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.4.R3** Students can make meaning of / derive meaning from the current content about “family life with family members’ routines; family members’ hobbies and activities” by reading it carefully. **ENG.5.4.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life with family members’ routines; family members’ hobbies and activities” in relation to themselves or others, both individually and/or with others. **ENG.5.4.V1** Students can select and use the target vocabulary of the current content about “family life with family members’ routines; family members’ hobbies and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.4.G1** Students can select and use the target grammatical elements of the current content about “family life with family members’ routines; family members’ hobbies and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.4.W1** Students can get ready for the writing-expression process about the current content on “family life with family members’ routines; family members’ hobbies and activities”. **ENG.5.4.W2** Students can understand the model/example for the writing task about the current content on “family life with family members’ routines; family members’ hobbies and activities”. **ENG.5.4.W3** Students can organise a content for the assigned writing task on the current content “family life with family members’ routines; family members’ hobbies and activities” based on the model/example provided. **ENG.5.4.W4** Students can individually construct/form content for the assigned writing task on the current content “family life with family members’ routines; family members’ hobbies and activities”. **ENG.5.4.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “family life with family members’ routines; family members’ hobbies and activities” to communicate with other people.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will explore the jobs, work routines, and homes of their extended family members and create a fun and creative project to share with the class. They will first talk to their family members such as parents, grandparents, aunts, or uncles, cousins, and ask about their jobs and where they work. They will learn about what they do every day and the type of house they live in, such as an apartment, a house, or a farmhouse. Then, they will draw a family tree or map by showing each family member’s job and workplace. They will add colourful pictures of the different types of houses they live in and include one interesting fact about their routines or homes. Finally, they will write a short story about a day in their family’s life how everyone’s work and daily routines connect by highlighting. They will present their project to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 3 December, International Day of Persons with Disabilities

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				laboratory, a gym, a sports centre, a store, a hospital, a clinic, a truck, a factory, a construction site, a stadium, a newsroom, a garage, a concert hall, an airport, a hotel, a chemist's (pharmacist's-AmE). Vocabulary for daily routines of family members: Verbs: To wake up early, to go to work, to start work, to check (emails or messages), to meet people, to use tools or equipment, to finish work, to rest at home. Vocabulary for job routines of family members: Verbs: To act, to perform, to work (in an office), to train, to cook, to follow (recipes), to check (teeth), to treat, to design, to travel, to grow, to feed, to train, to interview (people), to write (news stories), to take (photos or videos), to fix (cars or machines), to write (songs), to sing, to help, to give (medicine), to take care of (patients), to fly, to protect, to catch, to welcome, to answer, to teach. Vocabulary for different types of houses: Nouns: A caravan, a bungalow, a cabin, a cave house, a skyscraper, an apartment house/ a block of flats (block-AmE), a tiny house, countryside, seaside. Vocabulary for parts of the house: Nouns: An attic, a basement, a garage, a guest room, a laundry room, stairs, a corridor (hallway-AmE), a patio, a porch, a storage room, a study (room), a	**ENG.5.4.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "family life with family members' routines; family members' hobbies and activities" in relation to themselves or others, both individually and/or with others. **ENG.5.4.S1** Students can get ready for speaking-expression process about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.S2** Students can use the model/example for producing verbal content about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.S3** Students can organise a new verbal content on "family life with family members' routines; family members' hobbies and activities" by speaking accurately, efficiently, and authentically. **ENG.5.4.S4** Students can construct a new verbal content on "family life with family members' routines; family members' hobbies and activities" by speaking accurately, efficiently, and authentically. **ENG.5.4.S5** Students can reorganise (reconstruct) and use information about the "family life with family members' routines; family members' hobbies and activities" to communicate with other people. **ENG.5.4.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "family life with family members' routines; family members' hobbies and activities" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				game room, floor. Target Grammatical Structures in Use: -The Present Progressive Tense for the Future: (My aunt is visiting the studio tomorrow to see her latest paintings). -The Simple Present Tense for the Future: (The plane leaves for New York at 9 a.m., and my uncle, the pilot, will fly it.) -The Simple Future Tense: (My cousin will work as a doctor in a hospital after her graduation.) -Be Going to Future Tense: (My dad is going to buy a bungalow near the beach next summer.) -“Wh-Questions”: Where: (Where does your mum work?) -Word Order with Adverbs: (My grandma always wakes up early to prepare breakfast for the family.) -Conjunctions “When-While”: (I was cleaning the porch while my brother was organising the garage.) -Reflexive Pronouns: (My sister is going to fix the cupboard herself without asking for help.) Background Grammatical Structures in Use: -The Simple Present Tense: (I always visit my grandparents every summer.) -The Present Progressive Tense: (I am spending time with my grandma at the moment.) Functions of the Target Grammatical Structures in Use: Functions of the Grammatical Structures		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in Use: -Use of the Present Progressive for Future: Describing planned future actions that are already arranged or decided. -Use of the Simple Present for Future: Describing scheduled future events fixed with timetables or plans. -Use of the Simple Future Tense: Expressing future decisions, predictions, or promises -Use of “Be Going to Future” Tense: Indicating intentions, plans, or predictions based on evidence. -Use of “Wh-Questions”: Where: Asking about a place or location. -Use of the Word Order with Adverbs: Organising adverbs correctly to modify verbs, adjectives, or other adverbs. -Use of the Conjunctions “When-While”: Linking actions or events to show timing or simultaneous actions. -Use of the Reflexive Pronouns: Indicating that the subject and object of a verb are the same. Functions of the Background Grammatical Structures: -Use of the Simple Present Tense: Expressing routines, habits, and everyday actions. -Use of the Present Progressive Tense: Describing the actions happening that are ongoing or temporary. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures”		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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.)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: I'm on top of the world! I can't wait to change the decoration of my room! What's wrong with you? I'm just kidding! I'm so tired! Target Phonological Sounds in Use: Vowel: a Consonant: b Vowel a: (/ae/, /aeɪ/, /ə/, /a:/, /e□ /, ɑ̸:/, /a/, /□ □ /e̸ə̸/) Consonant: b: (/b/), silent /b/ *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
12	7–11 Aralık	14	Theme 4: Famıly Lıfe	Sub-themes: "Family members' jobs and workplaces; daily and job routines of family members; different types of houses". Target Vocabulary in Use	**ENG.5.4.L1** Students can get ready for the listening/watching-comprehension process for the current content on "family life with family members' routines; family members' hobbies and activities" carefully. **ENG.5.4.L2** Students can bring information about the current content on "family life with family members' routines; family members' hobbies and activities" together through significant details and main components while listening/watching it. **ENG.5.4.L3** Students can make meaning of/derive meaning from the current content on "family life with family	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will explore the jobs, work routines, and homes of their extended family members and create a fun and creative project to share with the

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(with revisional vocabulary): Vocabulary for family members: Nouns: An aunt, a child, a cousin, a dad, a daddy, a grandchild, a granddad, a granddaughter, a grandma, a grandpa, a grandparent, a grandson, a granny, a mum (mom-AmE), a mummy (a mommy-AmE), a nephew, a niece, a parent, a son, twin(s), an uncle, a brother, a sister. Vocabulary for family members' jobs: Nouns: An actor, an artist, a boss, a businessman, a businesswoman, a chemist (pharmacist-AmE), a coach, a cook, a customer, a dentist, a doctor (Dr), a driver, an engineer, an explorer, a farmer, a footballer, a journalist, an imam, a manager, a mechanic, a musician, a nurse, a pilot, a receptionist, a teacher. Vocabulary for family members' workplaces: Nouns: A cinema (movie theatre-AmE), a studio, a gallery, a company, a laboratory, a gym, a sports centre, a store, a hospital, a clinic, a truck, a factory, a construction site, a stadium, a newsroom, a garage, a concert hall, an airport, a hotel, a chemist's (pharmacist's-AmE). Vocabulary for daily routines of family members: Verbs: To wake up early, to go to work, to start work, to check (emails or messages), to meet people, to use tools or equipment, to finish work, to rest at home.	members' routines; family members' hobbies and activities" through significant details by listening/watching it carefully. **ENG.5.4.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.P1** Students can select and use the target phonological elements of the current content about "family life with family members' routines; family members' hobbies and activities" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.4.R1** Students can get ready for the writing-comprehension process about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.R2** Students can bring information about the current content on "family life with family members' routines; family members' hobbies and activities" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.4.R3** Students can make meaning of / derive meaning from the current content about "family life with family members' routines; family members' hobbies and activities" by reading it carefully. **ENG.5.4.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "family life with family members' routines; family members' hobbies and activities" in relation to themselves or others, both individually and/or with others. **ENG.5.4.V1** Students can select and use the target vocabulary of the current content about "family life with family members' routines; family members' hobbies and activities" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.4.G1** Students can select and use the target grammatical elements of the current content about "family life with family members' routines; family members' hobbies and activities" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.4.W1** Students can get ready for the writing-expression process about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.W2** Students can understand the model/example for the writing task about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.W3** Students can organise a content for the assigned writing task on the current content "family life with family members' routines; family members' hobbies and activities" based on the model/example provided. **ENG.5.4.W4** Students can individually construct/form content for the assigned writing task on the current content "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "family life with family members' routines; family members' hobbies and activities" to communicate with other people. **ENG.5.4.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "family life with family members' routines; family members' hobbies and activities" in relation to themselves or others, both individually and/or with others. **ENG.5.4.S1** Students can get ready for speaking-expression process about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.S2** Students can use the model/example for producing verbal content about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.S3** Students can organise a new verbal content on "family life with family members' routines; family members' hobbies and activities" by speaking accurately, efficiently, and authentically. **ENG.5.4.S4** Students can construct a new verbal content on "family life with family members' routines; family members' hobbies and activities" by speaking accurately, efficiently, and authentically. **ENG.5.4.S5** Students can reorganise (reconstruct) and use information about the "family life with family members' routines; family members' hobbies and activities" to communicate with other people. **ENG.5.4.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "family life with family members' routines; family members' hobbies and activities" to communicate with other people in relation to themselves or others, both individually and/or with	class. They will first talk to their family members such as parents, grandparents, aunts, or uncles, cousins, and ask about their jobs and where they work. They will learn about what they do every day and the type of house they live in, such as an apartment, a house, or a farmhouse. Then, they will draw a family tree or map by showing each family member's job and workplace. They will add colourful pictures of the different types of houses they live in and include one interesting fact about their routines or homes. Finally, they will write a short story about a day in their family's life how everyone's work and daily routines connect by highlighting. They will present their project to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for job routines of family members: Verbs: To act, to perform, to work (in an office), to train, to cook, to follow (recipes), to check (teeth), to treat, to design, to travel, to grow, to feed, to train, to interview (people), to write (news stories), to take (photos or videos), to fix (cars or machines), to write (songs), to sing, to help, to give (medicine), to take care of (patients), to fly, to protect, to catch, to welcome, to answer, to teach. Vocabulary for different types of houses: Nouns: A caravan, a bungalow, a cabin, a cave house, a skyscraper, an apartment house/ a block of flats (block-AmE), a tiny house, countryside, seaside. Vocabulary for parts of the house: Nouns: An attic, a basement, a garage, a guest room, a laundry room, stairs, a corridor (hallway-AmE), a patio, a porch, a storage room, a study (room), a game room, floor. Target Grammatical Structures in Use: -The Present Progressive Tense for the Future: (My aunt is visiting the studio tomorrow to see her latest paintings). -The Simple Present Tense for the Future: (The plane leaves for New York at 9 a.m., and my uncle, the pilot, will fly it.) -The Simple Future Tense: (My cousin will work as a doctor in a hospital after her graduation.)	others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Be Going to Future Tense: (My dad is going to buy a bungalow near the beach next summer.) -“Wh-Questions”: Where: (Where does your mum work?) -Word Order with Adverbs: (My grandma always wakes up early to prepare breakfast for the family.) -Conjunctions “When-While”: (I was cleaning the porch while my brother was organising the garage.) -Reflexive Pronouns: (My sister is going to fix the cupboard herself without asking for help.) Background Grammatical Structures in Use: -The Simple Present Tense: (I always visit my grandparents every summer.) -The Present Progressive Tense: (I am spending time with my grandma at the moment.) Functions of the Target Grammatical Structures in Use: Functions of the Grammatical Structures in Use: -Use of the Present Progressive for Future: Describing planned future actions that are already arranged or decided. -Use of the Simple Present for Future: Describing scheduled future events fixed with timetables or plans. -Use of the Simple Future Tense: Expressing future decisions, predictions, or promises -Use of “Be Going to Future” Tense: Indicating intentions, plans, or		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				predictions based on evidence. -Use of “Wh-Questions”: Where: Asking about a place or location. -Use of the Word Order with Adverbs: Organising adverbs correctly to modify verbs, adjectives, or other adverbs. -Use of the Conjunctions “When-While”: Linking actions or events to show timing or simultaneous actions. -Use of the Reflexive Pronouns: Indicating that the subject and object of a verb are the same. Functions of the Background Grammatical Structures: -Use of the Simple Present Tense: Expressing routines, habits, and everyday actions. -Use of the Present Progressive Tense: Describing the actions happening that are ongoing or temporary. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: I'm on top of the world! I can't wait to change the decoration of my room! What's wrong with you? I'm just kidding! I'm so tired! Target Phonological Sounds in Use: Vowel: a Consonant: b Vowel a: (/ae/, /aeı/, /ə/, /a:/, /e /, /:/, /a/, / /) Consonant: b: (/b/), silent /b/ *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
13	14–18 Aralık	14	Theme 5: Lıfe In The Neıghbourhood & Cıty	Sub-themes: "Attractions and recreational places, services, and transportation in the neighbourhood and the city". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for attractions and recreational places in the neighbourhood & city: Nouns: An amusement park, a café, a castle, a cinema (movie theater-theater- AmE), a concert hall, a museum, a park, a shopping centre-shopping mall (mall-AmE), a sports stadium, a theatre. Adjectives: Amazing Vocabulary for services in the neighbourhood and the city: An airport, a	**ENG.5.5.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" carefully. **ENG.5.5.L2** Students can bring information about the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" together through significant details and main components while listening/ watching it. **ENG.5.5.L3** Students can make meaning of/derive meaning from the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" through significant details by listening/watching it carefully. **ENG.5.5.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". **ENG.5.5.P1** Students can select and use the target phonological elements of the current content about "life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.5.R1** Students can get ready for the reading-comprehension process about the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". **ENG.5.5.R2** Students can bring information about the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.5.R3** Students can make meaning of / derive meaning from the current content about "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a Creative Mini Book (paper or digital: they can use Web 2.0 tools or AI) titled "Family Life in My Neighbourhood and City. "Each student will make a 5-6 page mini-book that shows different parts of family life in their local community. They will include photos, drawings, captions, and short stories to share what they experience. The mini-book will cover attractions like parks, cafes, gyms, and cinemas, services such as chemists, hospitals, markets, and transportation ways like buses, taxis, and the metro. Through this project, they will show how these things help their family enjoy, travel, and connect with the community. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				bakery, a bookstore (bookshop-AmE), a bus station, a department store, a fire station, a gas station (petrol station-AmE), a gallery, a hall, a hospital, a chemist's (pharmacy, drugstore-AmE), a hotel, a library, a museum, a mosque, a post office, a railway station (train station-AmE), a store, a theatre (theatre-AmE), a train station. Vocabulary for transportation tools in the neighbourhood and the city: An aeroplane (airplane-AmE), an ambulance, a boat, a car, a bus, a coach, a helicopter, a lorry (truck-AmE), a motorbike (motorcycle-AmE), a ship, a train, (the British) tube-an underground (subway-AmE), a van. Vocabulary for transportation in the neighbourhood and the city: An airport, a bridge, a garage, a motorway (highway-AmE), a platform, a railway (railroad-AmE), a seat, a station, a stop. Target Grammatical Structures in Use: -The Simple Past Tense (was/were): (The library was quiet and peaceful yesterday.) -The Simple Past Tense (Regular/Irregular Verbs): (She visited the zoo last weekend. They drove to the railway station early in the morning.) -Question Tags: The Simple Past Tense: (You went to the shopping centre, didn't you?) -Gerunds & Infinitives (-ing, -ed): (Visiting the	houses" by reading it carefully. **ENG.5.5.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" in relation to themselves or others, both individually and/or with others. **ENG.5.5.V1** Students can select and use the target vocabulary of the current content about "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.5.G1** Students can select and use the target grammatical elements of the current content about "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.5.W1** Students can get ready for the writing-expression process about the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". **ENG.5.5.W2** Students can understand the model/example for the writing task about the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". **ENG.5.5.W3** Students can organise a content for the assigned writing task on the current content "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" based on the model/example provided. **ENG.5.5.W4** Students can individually construct/form content for the assigned writing task on the current content "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". **ENG.5.5.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" to communicate with other people. **ENG.5.5.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" in relation to themselves or others, both individually and/or with others. **ENG.5.5.S1** Students can get ready for speaking-expression process about the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". **ENG.5.5.S2** Students can use the model/example for producing verbal content about the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city;different types of houses". **ENG.5.5.S3** Students can organise a new verbal content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" by speaking accurately, efficiently, and authentically. **ENG.5.5.S4** Students can construct a new verbal content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" by speaking accurately, efficiently, and authentically. **ENG.5.5.S5** Students can reorganise (reconstruct) and use information about the "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" to communicate with other people. **ENG.5.5.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				museum is my favourite weekend activity. I plan to go to the amusement park this summer.) -Conjunctions (when-where-why): (I saw them when I visited the castle last week.) -Compound sentences (where-when-whose-why-who-that): (The cinema was the place where we watched the new film.) -Prepositions of place: (in front of, under, behind, among, beside, near, next to, between, -across, into, through, onto, out of, etc.): (The playground was behind the park in our neighbourhood.) -Something, anything: (I found something very different at the art gallery.) -Adjectives and adverbs (bad-badly): (She had a bad experience at the amusement park. He played the guitar badly during the concert at the concert hall.) Background Grammatical Structures in Use: -“Wh-Questions” (When-where-why: (Why did they build a new sports stadium in the city?) - Prepositions of Place (at, in, on): (She is in the park now.) -Prepositions of time: (I went to the supermarket on Saturday afternoon.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Past Tense (was/were): Describing states or conditions that existed in the past. -Use of the Simple Past		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Tense (regular/irregular verbs): Narrating completed actions or events that happened in the past. -Use of “Question tags” with the Simple Past Tense): Confirming or seeking agreement about past actions or events. -Use of Gerunds and Infinitives: Expressing actions or states in different grammatical functions. Gerunds are used for more general activities while infinitives are used for a purpose or a specific occasion. -Use of Conjunctions: Connecting clauses, phrases, or words to indicate relationships like time, place, or reason. -Use of the Compound Sentences (where-when-whose-why-who-that): Combining ideas to provide additional details or context. -Use of “Something, anything”: Referring to unspecified or general objects, actions, or ideas. -Use of Adjectives vs. Adverbs (Bad-Badly): Differentiating between describing nouns (adjectives) and modifying verbs, adjectives, or other adverbs (adverbs). Functions of the Background Grammatical Structures in Use: -Use of “Wh-questions” (when-where-why): Asking for specific information about people, places, times, or reasons. Indicating specific times, locations,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				or reasons for actions or events. -Use of Prepositions of Place (at, in, on, etc.): Indicating spatial relationships or positions of objects or people. -Use of Prepositions of Time: Specifying when actions or events occur. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffholded language. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: The museum is within walking distance from our house. Come on, pick up the pace! Let’s hop on the bus! Don’t hop off the bus here! Target Phonological Sounds in Use: Consonants: c, d Consonants: c: (/si/, /k/, /t /, ʒ/, silent /c/); d: (/d/), silent /d/)		

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				*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
14	21–25 Aralık	14	Theme 5: Lıfe In The Neıghbourhood & Cıty	Sub-themes: “Attractions and recreational places, services, and transportation in the neighbourhood and the city”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for attractions and recreational places in the neighbourhood & city: Nouns: An amusement park, a café, a castle, a cinema (movie theater-theater- AmE), a concert hall, a museum, a park, a shopping centre-shopping mall (mall-AmE), a sports stadium, a theatre. Adjectives: Amazing Vocabulary for services in the neighbourhood and the city: An airport, a bakery, a bookstore (bookshop-AmE), a bus station, a department store, a fire station, a gas station (petrol station-AmE), a gallery, a hall, a hospital, a chemist’s (pharmacy, drugstore-AmE), a hotel, a library, a museum, a mosque, a post office, a railway station (train station-AmE), a store, a theatre (theatre-AmE), a train station. Vocabulary for transportation tools in the neighbourhood and the city: An aeroplane (airplane-AmE), an ambulance, a boat, a car, a bus, a coach, a	**ENG.5.5.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” carefully. **ENG.5.5.L2** Students can bring information about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” together through significant details and main components while listening/ watching it. **ENG.5.5.L3** Students can make meaning of/derive meaning from the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” through significant details by listening/watching it carefully. **ENG.5.5.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses”. **ENG.5.5.P1** Students can select and use the target phonological elements of the current content about “life in the neighbourhood and city with attractions and recreational places, services, and transportation in the neighbourhood and the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.5.R1** Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses”. **ENG.5.5.R2** Students can bring information about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.5.R3** Students can make meaning of / derive meaning from the current content about “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” by reading it carefully. **ENG.5.5.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” in relation to themselves or others, both individually and/or with others. **ENG.5.5.V1** Students can select and use the target vocabulary of the current content about “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.5.G1** Students can select and use the target grammatical elements of the current content about “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.5.W1** Students can get ready for the writing-expression process about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses”. **ENG.5.5.W2** Students can understand the model/example for the writing task about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses”. **ENG.5.5.W3** Students can organise a content for the assigned writing task on the current content “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a Creative Mini Book (paper or digital: they can use Web 2.0 tools or AI) titled “Family Life in My Neighbourhood and City. ”Each student will make a 5-6 page mini-book that shows different parts of family life in their local community. They will include photos, drawings, captions, and short stories to share what they experience. The mini-book will cover attractions like parks, cafes, gyms, and cinemas, services such as chemists, hospitals, markets, and transportation ways like buses, taxis, and the metro. Through this project, they will show how these things help their family enjoy, travel, and connect with the community. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				helicopter, a lorry (truck-AmE), a motorbike (motorcycle-AmE), a ship, a train, (the British) tube-an underground (subway-AmE), a van. Vocabulary for transportation in the neighbourhood and the city: An airport, a bridge, a garage, a motorway (highway-AmE), a platform, a railway (railroad-AmE), a seat, a station, a stop. Target Grammatical Structures in Use: -The Simple Past Tense (was/were): (The library was quiet and peaceful yesterday.) -The Simple Past Tense (Regular/Irregular Verbs): (She visited the zoo last weekend. They drove to the railway station early in the morning.) -Question Tags: The Simple Past Tense: (You went to the shopping centre, didn't you?) -Gerunds & Infinitives (-ing, -ed): (Visiting the museum is my favourite weekend activity. I plan to go to the amusement park this summer.) -Conjunctions (when-where-why): (I saw them when I visited the castle last week.) -Compound sentences (where-when-whose-why-who-that): (The cinema was the place where we watched the new film.) -Prepositions of place: (in front of, under, behind, among, beside, near, next to, between, -across, into, through, onto, out of, etc.): (The playground was behind the park in our	houses" based on the model/example provided. **ENG.5.5.W4** Students can individually construct/form content for the assigned writing task on the current content "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". **ENG.5.5.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" to communicate with other people. **ENG.5.5.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" in relation to themselves or others, both individually and/or with others. **ENG.5.5.S1** Students can get ready for speaking-expression process about the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". **ENG.5.5.S2** Students can use the model/example for producing verbal content about the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city;different types of houses". **ENG.5.5.S3** Students can organise a new verbal content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" by speaking accurately, efficiently, and authentically. **ENG.5.5.S4** Students can construct a new verbal content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" by speaking accurately, efficiently, and authentically. **ENG.5.5.S5** Students can reorganise (reconstruct) and use information about the "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" to communicate with other people. **ENG.5.5.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				neighbourhood.) -Something, anything: (I found something very different at the art gallery.) -Adjectives and adverbs (bad-badly): (She had a bad experience at the amusement park. He played the guitar badly during the concert at the concert hall.) Background Grammatical Structures in Use: -“Wh-Questions” (When-where-why: (Why did they build a new sports stadium in the city?) - Prepositions of Place (at, in, on): (She is in the park now.) -Prepositions of time: (I went to the supermarket on Saturday afternoon.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Past Tense (was/were): Describing states or conditions that existed in the past. -Use of the Simple Past Tense (regular/irregular verbs): Narrating completed actions or events that happened in the past. -Use of “Question tags” with the Simple Past Tense): Confirming or seeking agreement about past actions or events. -Use of Gerunds and Infinitives: Expressing actions or states in different grammatical functions. Gerunds are used for more general activities while infinitives are used for a purpose or a specific occasion. -Use of Conjunctions: Connecting clauses,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				phrases, or words to indicate relationships like time, place, or reason. -Use of the Compound Sentences (where-when-whose-why-who-that): Combining ideas to provide additional details or context. -Use of “Something, anything”: Referring to unspecified or general objects, actions, or ideas. -Use of Adjectives vs. Adverbs (Bad-Badly): Differentiating between describing nouns (adjectives) and modifying verbs, adjectives, or other adverbs (adverbs). Functions of the Background Grammatical Structures in Use: -Use of “Wh-questions” (when-where-why): Asking for specific information about people, places, times, or reasons. Indicating specific times, locations, or reasons for actions or events. -Use of Prepositions of Place (at, in, on, etc.): Indicating spatial relationships or positions of objects or people. -Use of Prepositions of Time: Specifying when actions or events occur. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffholded language. *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,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: The museum is within walking distance from our house. Come on, pick up the pace! Let's hop on the bus! Don't hop off the bus here! Target Phonological Sounds in Use: Consonants: c, d Consonants: c: (/si/, /k/, /t /, /ʂ/, silent /c/); d: (/d/), silent /d/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
15	28 Aralık – 1 Ocak	14	Theme 6: Lıfe In The World	Sub-themes: "Continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for continents: Africa, Antarctica, Asia,	**ENG.5.6.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" carefully. **ENG.5.6.L2** Students can bring information about the current content on "life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world" together through significant details and main components while listening (to)/watching it. **ENG.5.6.L3** Students can make meaning of/derive meaning from the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" through significant details by listening/watching it carefully. **ENG.5.6.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.P1** Students can select and use the target phonological elements of the current content about "life in the world with basic food types; ordering in a restaurant; food events in the city" accurately, authentically, and naturally	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will imagine they are food festival organisers and create a poster for an international food festival called "Tastes of the World". They will choose three countries from different continents and show their national dishes. Students will write the names of the countries, their continents, and the dishes they are famous for. For example, they might write: eg. Türkiye (Eurasia)-Stuffed peppers Italy

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Australia, Europe, North America, South America. Vocabulary for countries: Türkiye, England, Australia, Brazil, Canada, China, France, Germany, Ireland, Italy, Japan, New Zealand, Portugal, Russia, Spain, the USA, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan. Vocabulary for nationalities and languages: Turkish/ Turkish, English/English, Australian/English, Brazilian/Portuguese, Canadian/English, Chinese/Chinese (Mandarin), French/ French, German/German, Irish/English, Italian/ Italian, Japanese/ Japanese, New Zealander/English, Portuguese/Portuguese, Russian/Russian, Spanish/Spanish, American/English, Azerbaijani Turkish/ Azerbaijani Turkish, Uzbek/Turkish, Turkmen/Turkish, Turkish Cypriot/Turkish, Kazakh/Russian, Kyrgyz/ Russian. Vocabulary for different cuisines from the world (different dishes): Fruits: A melon, a strawberry, a lemon, an orange, a pear, grapes. Vegetables: An onion, a garlic, a mushroom. Dairy: Cream. Grains & Baked goods: A toast. Meat: Steak. Desserts: Jam, a sweet (candy-AmE). Meals & dishes: An omelette (omelet-AmE), a snack, a meal. Drinks: a drink (beverage-AmE), a fizzy	through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.6.R1** Students can get ready for the reading-comprehension process about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”. **ENG.5.6.R2** Students can bring information about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.6.R3** Students can make meaning of / derive meaning from the current content about “life in the world with basic food types; ordering in a restaurant; food events in the city” by reading it carefully. **ENG.5.6.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world with basic food types; ordering in a restaurant; food events in the city” in relation to themselves or others, both individually and/or with others. **ENG.5.6.V1** Students can select and use the target vocabulary of the current content about “life in the world with basic food types; ordering in a restaurant; food events in the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.6.G1** Students can select and use the target grammatical elements of the current content about “life in the world with basic food types; ordering in a restaurant; food events in the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.6.W1** Students can get ready for the writing-expression process about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”. **ENG.5.6.W2** Students can understand the model/example for the writing task about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”. **ENG.5.6.W3** Students can organise a content for the assigned writing task on the current content “life in the world with basic food types; ordering in a restaurant; food events in the city” based on the model/example provided. **ENG.5.6.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world”. **ENG.5.6.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world with basic food types; ordering in a restaurant; food events in the city” to communicate with other people. **ENG.5.6.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the world with basic food types; ordering in a restaurant; food events in the city” in relation to themselves or others, both individually and/or with others. **ENG.5.6.S1** Students can get ready for speaking-expression process about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”. **ENG.5.6.S2** Students can use the model/example for producing verbal content about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”. **ENG.5.6.S3** Students can organise a new verbal content on “life in the world with basic food types; ordering in a restaurant; food events in the city” by speaking accurately, efficiently, and authentically. **ENG.5.6.S4** Students can construct a new verbal content on “life in the world with basic food types; ordering in a restaurant; food events in the city” by speaking accurately, efficiently, and authentically. **ENG.5.6.S5** Students can reorganise (reconstruct) and use information about the “life in the world with basic food types; ordering in a restaurant; food events in the city” to communicate with other people. **ENG.5.6.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world with basic food types; ordering in a restaurant; food events in the city” to communicate with other people in relation to themselves or others, both individually and/or with others.	(Europe)-Pizza, Japan (Asia)-Sushi, and Mexico (North America)-Tacos. They will decorate their posters with drawings or pictures and write a short invitation at the bottom, such as “Come and taste the delicious food from around the world!” Finally, students will present their posters to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 1 January, New Year

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				drink (soda-AmE), fruit juice. Cooking: Verbs: To barbecue, to boil, to bake, to cook, to cut, to fry, to grill, to mix, to roast, to wash up. Kitchen tools: Nouns: A plate, a glass, a bowl, a cooker (stove-AmE). Adjectives: Delicious, sweet, boiled, fried, grilled, roasted. Dining context: A café, a chef. Vocabulary for food festivals: Orange Blossom Festival (Türkiye), Aydın Fig Festival (Türkiye), Pizzafest (Italy), Dumpling Festival (Hong Kong), La Tomatina (Spain), Ikura Festival (Japan), Chocolate Festival (France), Maine Lobster Festival (Australia), The National Cherry Festival (the USA). Verbs for food festivals: To celebrate, to join, to serve, to throw. Nouns for food festivals: A dumpling, a lobster, a cherry, a festival, a tradition, a dish, an event, sauce, a food stand, a crowd. Target Grammatical Structures in Use: -The Present Perfect Tense (How long? since, for, already, just, ever, never): (I have lived in the USA since 2015 and I have never seen a festival like the National Cherry Festival.) -Superlative Adjectives (Regular, Irregular): (La Tomatina is the most exciting festival in Spain because everyone throws tomatoes at each other.) -Quantifiers (much,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				many, a lot of, very, some, any, no, few, a few, a little, little, all, both, enough, to, either, neither): (There are many dishes at the Pizzafest in Italy.) Background Grammatical Structures in Use: -Comparative Adjectives (Regular and Irregular): (Is Orange Blossom Festival in Adana more enjoyable than other Festivals for you?) -Countable & Uncountable: (I've eaten a melon and some pudding for breakfast.) Functions of the Grammatical Structures in Use: -Use of the Present Perfect Tense (how long? since, for, already, just, ever, never): Indicating recent action, experience, experience over time. -Use of Superlative adjectives (regular, irregular): Describing the highest or lowest degree of something within a group or category. -Use of quantifiers (much, many, a lot of, very, some, any, no, few, a few, a little, little, all, both, enough, to, either, neither): Indicating the amount or number of something. Functions of the Background Grammatical Structures in Use: -Use of Comparative Adjectives (Regular and Irregular): Describing comparisons between two people, things, places etc. -Use of Countable & Uncountable: Expressing		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				the amount of quantity of nouns if they can be counted as individual units or cannot be counted as separate units. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: I have a sweet tooth and eat a lot of chocolate! It's the icing on the cake! Each cuisine is a different kettle of fish! Those sandwiches sell like hotcakes! Target Phonological Sounds in Use: Vowel: e Consonant: f Vowel: e: (/e/; /i:/, /ə/, silent /e/) Consonant: f: (/f/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				activities in the theme.		
16	4–8 Ocak	14	Theme 6: Lıfe In The World	Sub-themes: "Continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for continents: Africa, Antarctica, Asia, Australia, Europe, North America, South America. Vocabulary for countries: Türkiye, England, Australia, Brazil, Canada, China, France, Germany, Ireland, Italy, Japan, New Zealand, Portugal, Russia, Spain, the USA, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan. Vocabulary for nationalities and languages: Turkish/ Turkish, English/English, Australian/English, Brazilian/Portuguese, Canadian/English, Chinese/Chinese (Mandarin), French/ French, German/German, Irish/English, Italian/ Italian, Japanese/ Japanese, New Zealander/English, Portuguese/Portuguese, Russian/Russian, Spanish/Spanish, American/English, Azerbaijani Turkish/ Azerbaijani Turkish, Uzbek/Turkish, Turkmen/Turkish, Turkish Cypriot/Turkish, Kazakh/Russian, Kyrgyz/ Russian. Vocabulary for different	**ENG.5.6.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" carefully. **ENG.5.6.L2** Students can bring information about the current content on "life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world" together through significant details and main components while listening (to)/watching it. **ENG.5.6.L3** Students can make meaning of/derive meaning from the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" through significant details by listening/watching it carefully. **ENG.5.6.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.P1** Students can select and use the target phonological elements of the current content about "life in the world with basic food types; ordering in a restaurant; food events in the city" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.6.R1** Students can get ready for the reading-comprehension process about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.R2** Students can bring information about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.6.R3** Students can make meaning of / derive meaning from the current content about "life in the world with basic food types; ordering in a restaurant; food events in the city" by reading it carefully. **ENG.5.6.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the world with basic food types; ordering in a restaurant; food events in the city" in relation to themselves or others, both individually and/or with others. **ENG.5.6.V1** Students can select and use the target vocabulary of the current content about "life in the world with basic food types; ordering in a restaurant; food events in the city" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.6.G1** Students can select and use the target grammatical elements of the current content about "life in the world with basic food types; ordering in a restaurant; food events in the city" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.6.W1** Students can get ready for the writing-expression process about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.W2** Students can understand the model/example for the writing task about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.W3** Students can organise a content for the assigned writing task on the current content "life in the world with basic food types; ordering in a restaurant; food events in the city" based on the model/example provided. **ENG.5.6.W4** Students can individually construct/form content for the assigned writing task on the current content "life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world". **ENG.5.6.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in the world with basic food types; ordering in a restaurant; food events in the city" to communicate with other people. **ENG.5.6.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in the world with basic food types; ordering in a restaurant; food events in the city" in relation to themselves or others, both individually and/or with others. **ENG.5.6.S1** Students can get ready for speaking-expression process about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.S2** Students can use the model/example for producing verbal content about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.S3** Students can organise a new verbal content on "life in the world with basic food types; ordering in a	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will imagine they are food festival organisers and create a poster for an international food festival called "Tastes of the World". They will choose three countries from different continents and show their national dishes. Students will write the names of the countries, their continents, and the dishes they are famous for. For example, they might write: eg. Türkiye (Eurasia)-Stuffed peppers Italy (Europe)-Pizza, Japan (Asia)-Sushi, and Mexico (North America)-Tacos. They will decorate their posters with drawings or pictures and write a short invitation at the bottom, such as "Come and taste the delicious food from around the world!" Finally, students will present their posters to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				cuisines from the world (different dishes): Fruits: A melon, a strawberry, a lemon, an orange, a pear, grapes. Vegetables: An onion, a garlic, a mushroom. Dairy: Cream. Grains & Baked goods: A toast. Meat: Steak. Desserts: Jam, a sweet (candy-AmE). Meals & dishes: An omelette (omelet-AmE), a snack, a meal. Drinks: a drink (beverage-AmE), a fizzy drink (soda-AmE), fruit juice. Cooking: Verbs: To barbecue, to boil, to bake, to cook, to cut, to fry, to grill, to mix, to roast, to wash up. Kitchen tools: Nouns: A plate, a glass, a bowl, a cooker (stove-AmE). Adjectives: Delicious, sweet, boiled, fried, grilled, roasted. Dining context: A café, a chef. Vocabulary for food festivals: Orange Blossom Festival (Türkiye), Aydın Fig Festival (Türkiye), Pizzafest (Italy), Dumpling Festival (Hong Kong), La Tomatina (Spain), Ikura Festival (Japan), Chocolate Festival (France), Maine Lobster Festival (Australia), The National Cherry Festival (the USA). Verbs for food festivals: To celebrate, to join, to serve, to throw. Nouns for food festivals: A dumpling, a lobster, a cherry, a festival, a tradition, a dish, an event, sauce, a food stand, a crowd. Target Grammatical Structures in Use:	restaurant; food events in the city" by speaking accurately, efficiently, and authentically. **ENG.5.6.S4** Students can construct a new verbal content on "life in the world with basic food types; ordering in a restaurant; food events in the city" by speaking accurately, efficiently, and authentically. **ENG.5.6.S5** Students can reorganise (reconstruct) and use information about the "life in the world with basic food types; ordering in a restaurant; food events in the city" to communicate with other people. **ENG.5.6.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the world with basic food types; ordering in a restaurant; food events in the city" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-The Present Perfect Tense (How long? since, for, already, just, ever, never): (I have lived in the USA since 2015 and I have never seen a festival like the National Cherry Festival.) -Superlative Adjectives (Regular, Irregular): (La Tomatina is the most exciting festival in Spain because everyone throws tomatoes at each other.) -Quantifiers (much, many, a lot of, very, some, any, no, few, a few, a little, little, all, both, enough, to, either, neither): (There are many dishes at the Pizzafest in Italy.) Background Grammatical Structures in Use: -Comparative Adjectives (Regular and Irregular): (Is Orange Blossom Festival in Adana more enjoyable than other Festivals for you?) -Countable & Uncountable: (I've eaten a melon and some pudding for breakfast.) Functions of the Grammatical Structures in Use: -Use of the Present Perfect Tense (how long? since, for, already, just, ever, never): Indicating recent action, experience, experience over time. -Use of Superlative adjectives (regular, irregular): Describing the highest or lowest degree of something within a group or category. -Use of quantifiers (much, many, a lot of, very, some, any, no, few, a few, a little, little, all,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				both, enough, to, either, neither): Indicating the amount or number of something. Functions of the Background Grammatical Structures in Use: -Use of Comparative Adjectives (Regular and Irregular): Describing comparisons between two people, things, places etc. -Use of Countable & Uncountable: Expressing the amount of quantity of nouns if they can be counted as individual units or cannot be counted as separate units. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *National and Religious Days, Festivals, and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: I have a sweet tooth and eat a lot of chocolate! It’s the icing on the cake!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Each cuisine is a different kettle of fish! Those sandwiches sell like hotcakes! Target Phonological Sounds in Use: Vowel: e Consonant: f Vowel: e: (/e/; /iː/, /ə/, silent /e/) Consonant: f: (/f/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
17	11–15 Ocak	14	Theme 7: Lıfe In Nature	Sub-themes: “Animals in nature and habitats; daily activities and nature; activities in nature”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for animals and natural habitats: Land habitats: Nouns: A rainforest, a desert, a grassland, a savannah, a temperate forest, a tropical forest, a mountain. Water habitats: Nouns: The Arctic, the ocean, a lake, a wetland, the sea, the sky, ice, temperature, sand, storm, mud, wind. Adjectives: Hot, cold, cool, dry, wild, high, wide, endangered, warm, wet, magical. Animals: Nouns: A bird, a bear, a bee, a camel, a dolphin, a duck, an elephant, a fish, a frog, an insect, a monkey, a parrot, a rabbit, a snake, a tiger, a whale. Verbs: To kill, to protect, to blow, to destroy, to feed, to exist, to reach, to fly, to swim, to jump, to chirp, to hunt, to cut down. Vocabulary for daily	**ENG.5.7.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” carefully. **ENG.5.7.L2** Students can bring information about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” together through significant details and main components while listening (to)/watching it. **ENG.5.7.L3** Students can make meaning of/derive meaning from the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” through significant details by listening (to)/ watching it carefully. **ENG.5.7.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. **ENG.5.7.P1** Students can select and use the target phonological elements of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.7.R1** Students can get ready for the reading-comprehension process about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. **ENG.5.7.R2** Students can bring information about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.7.R3** Students can make meaning of / derive meaning from the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” by reading it carefully. **ENG.5.7.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” in relation to themselves or others, both individually and/or with others. **ENG.5.7.V1** Students can select and use the target vocabulary of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.7.G1** Students can select and use the target grammatical elements of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.7.W1** Students can get ready for the writing-expression process about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. **ENG.5.7.W2** Students can understand the model/example for the writing task about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will imagine they are nature explorers and will write a journal/blog about a day they spent in nature. They will include the animals they saw and their habitats, like birds in trees or fish in a river. They will talk about some daily activities they did such as gardening, planting flowers, and/or growing vegetables. They will also describe any fun activities they enjoyed in nature, like hiking, fishing, or having a picnic. Students will use at least five different animals and five nature-related activities in their journal/blog. Additionally, they will draw a picture of their favourite moment in nature and explain it in a few sentences. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				activities and nature: Nouns: a storm. Verbs: To collect, to enjoy the view, to feed, to fish, to have a picnic, to plant, to pick, to recycle, to save, to swing, to blow Vocabulary for nature/ outdoor activities: Nouns-Gerunds: Hiking, jogging, swimming, sunbathing, climbing. Target Grammatical Structures in Use: -The Past Progressive Tense: (Positive, Negative, Interrogative): (The bear was swimming in the river in the morning.) -The Past Progressive Tense vs The Simple Past Tense: (The dolphin was jumping out of the water in the ocean when the rabbit jumped quickly away from the grassland.) Modals: (Positive, Negative, Interrogative): -"Could" (Ability in The Past): (The butterfly could fly across the desert.) - "Could" (Polite Requests): (Could you help me plant seeds in the garden?) - "Should" For Advice: (You should feed the fish in the pond every day.) -Wh-Questions: (Where do the elephants usually walk in the savannah?) -Modal "Will" for Help: (I will help you cut the grass around the mountain trail.) - "Need & Needn't" (Necessity): (You need to collect rainwater to water plants in the desert. We needn't worry about sandstorms in the grassland.) Background	**ENG.5.7.W3** Students can organise a content for the assigned writing task on the current content "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" based on the model/example provided. **ENG.5.7.W4** Students can individually construct/form content for the assigned writing task on the current content "life in nature with animals in nature and habitats; daily activities and nature; activities in nature". **ENG.5.7.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" to communicate with other people. **ENG.5.7.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" in relation to themselves or others, both individually and/or with others. **ENG.5.7.S1** Students can get ready for speaking-expression process about the current content on "life in nature with animals in nature and habitats; daily activities and nature; activities in nature". **ENG.5.7.S2** Students can use the model/example for producing verbal content about the current content on "life in nature with animals in nature and habitats; daily activities and nature; activities in nature". **ENG.5.7.S3** Students can organise a new verbal content on "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" by speaking accurately, efficiently, and authentically. **ENG.5.7.S4** Students can construct a new verbal content on "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" by speaking accurately, efficiently, and authentically. **ENG.5.7.S5** Students can reorganise (reconstruct) and use information about the "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" to communicate with other people. **ENG.5.7.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Language Structures in Use: -The Simple Past Tense: (The elephants left the savannah last year.) Function of the Grammatical Structures in Use: -Use of the Past Progressive Tense: Describing ongoing or interrupted actions in the past; setting the background for a narrative. -Use of the Past Progressive versus The Simple Past Tense: Contrasting an ongoing action with a completed action in the past; showing which action was in progress when another action occurred. -Use of Modal “Could” for Ability in the Past: Describing abilities or possibilities in the past; expressing what someone was capable of doing. -Use of Modal “Could” for Polite Requests: Showing politeness and indirectness in making requests or asking for favours. -Use of Modal “Should” for Advice: Giving recommendations, suggestions and/or expressing opinions about what is appropriate or advisable. -Use of Modal “Will” for help: Describing assistance or making promises related to future actions. -“Wh-questions”: Expressing curiosity, seeking specific information about time, place, reason, or manner. -Use of Modal “Will” for Help: Indicating future		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				intentions, offers, promises, and/or willingness to assist. -Use of Modal “Need & Needn’t” (Necessity): Expressing necessity, obligation, and/or the lack of requirement or need. Functions of the Target Grammatical Structures: -Use of the Simple Past Tense: Describing events and happenings in the past. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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		

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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: Animals are all around us! Pick up litter! Use less energy! Plant trees! Save water! Plant the seeds for a better future! Target Phonological Sounds in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Consonants: g, h Consonants: g: (/g/, /d /, silent /g/); h: (/h/), silent /h/); *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
18	18–22 Ocak	14	Theme 7: Lıfe In Nature	Sub-themes: “Animals in nature and habitats; daily activities and nature; activities in nature”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for animals and natural habitats: Land habitats: Nouns: A rainforest, a desert, a grassland, a savannah, a temperate forest, a tropical forest, a mountain. Water habitats: Nouns: The Arctic, the ocean, a lake, a wetland, the sea, the sky, ice, temperature, sand, storm, mud, wind. Adjectives: Hot, cold, cool, dry, wild, high, wide, endangered, warm, wet, magical. Animals: Nouns: A bird, a bear, a bee, a camel, a dolphin, a duck, an elephant, a fish, a frog, an insect, a monkey, a parrot, a rabbit, a snake, a tiger, a whale. Verbs: To kill, to protect, to blow, to destroy, to feed, to exist, to reach, to fly, to swim, to jump, to chirp, to hunt, to cut down. Vocabulary for daily activities and nature: Nouns: a storm. Verbs: To collect, to enjoy the view, to feed, to fish, to have a picnic, to plant, to pick, to recycle, to save,	**ENG.5.7.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” carefully. **ENG.5.7.L2** Students can bring information about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” together through significant details and main components while listening (to)/watching it. **ENG.5.7.L3** Students can make meaning of/derive meaning from the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” through significant details by listening (to)/ watching it carefully. **ENG.5.7.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. **ENG.5.7.P1** Students can select and use the target phonological elements of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.7.R1** Students can get ready for the reading-comprehension process about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. **ENG.5.7.R2** Students can bring information about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.7.R3** Students can make meaning of / derive meaning from the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” by reading it carefully. **ENG.5.7.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” in relation to themselves or others, both individually and/or with others. **ENG.5.7.V1** Students can select and use the target vocabulary of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.7.G1** Students can select and use the target grammatical elements of the current content about “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.7.W1** Students can get ready for the writing-expression process about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. **ENG.5.7.W2** Students can understand the model/example for the writing task about the current content on “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. **ENG.5.7.W3** Students can organise a content for the assigned writing task on the current content “life in nature with animals in nature and habitats; daily activities and nature; activities in nature” based on the model/example provided. **ENG.5.7.W4** Students can individually construct/form content for the assigned writing task on the current content “life in nature with animals in nature and habitats; daily activities and nature; activities in nature”. **ENG.5.7.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will imagine they are nature explorers and will write a journal/blog about a day they spent in nature. They will include the animals they saw and their habitats, like birds in trees or fish in a river. They will talk about some daily activities they did such as gardening, planting flowers, and/or growing vegetables. They will also describe any fun activities they enjoyed in nature, like hiking, fishing, or having a picnic. Students will use at least five different animals and five nature-related activities in their journal/blog. Additionally, they will draw a picture of their favourite moment in nature and explain it in a few sentences. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				to swing, to blow Vocabulary for nature/ outdoor activities: Nouns-Gerunds: Hiking, jogging, swimming, sunbathing, climbing. Target Grammatical Structures in Use: -The Past Progressive Tense: (Positive, Negative, Interrogative): (The bear was swimming in the river in the morning.) -The Past Progressive Tense vs The Simple Past Tense: (The dolphin was jumping out of the water in the ocean when the rabbit jumped quickly away from the grassland.) Modals: (Positive, Negative, Interrogative): -"Could" (Ability in The Past): (The butterfly could fly across the desert.) - "Could" (Polite Requests): (Could you help me plant seeds in the garden?) - "Should" For Advice: (You should feed the fish in the pond every day.) -Wh-Questions: (Where do the elephants usually walk in the savannah?) -Modal "Will" for Help: (I will help you cut the grass around the mountain trail.) - "Need & Needn't" (Necessity): (You need to collect rainwater to water plants in the desert. We needn't worry about sandstorms in the grassland.) Background Grammatical Language Structures in Use: -The Simple Past Tense: (The elephants left the savannah last year.) Function of the	nature with animals in nature and habitats; daily activities and nature; activities in nature" to communicate with other people. **ENG.5.7.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" in relation to themselves or others, both individually and/or with others. **ENG.5.7.S1** Students can get ready for speaking-expression process about the current content on "life in nature with animals in nature and habitats; daily activities and nature; activities in nature". **ENG.5.7.S2** Students can use the model/example for producing verbal content about the current content on "life in nature with animals in nature and habitats; daily activities and nature; activities in nature". **ENG.5.7.S3** Students can organise a new verbal content on "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" by speaking accurately, efficiently, and authentically. **ENG.5.7.S4** Students can construct a new verbal content on "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" by speaking accurately, efficiently, and authentically. **ENG.5.7.S5** Students can reorganise (reconstruct) and use information about the "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" to communicate with other people. **ENG.5.7.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in nature with animals in nature and habitats; daily activities and nature; activities in nature" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Structures in Use: -Use of the Past Progressive Tense: Describing ongoing or interrupted actions in the past; setting the background for a narrative. -Use of the Past Progressive versus The Simple Past Tense: Contrasting an ongoing action with a completed action in the past; showing which action was in progress when another action occurred. -Use of Modal “Could” for Ability in the Past: Describing abilities or possibilities in the past; expressing what someone was capable of doing. -Use of Modal “Could” for Polite Requests: Showing politeness and indirectness in making requests or asking for favours. -Use of Modal “Should” for Advice: Giving recommendations, suggestions and/or expressing opinions about what is appropriate or advisable. -Use of Modal “Will” for help: Describing assistance or making promises related to future actions. -“Wh-questions”: Expressing curiosity, seeking specific information about time, place, reason, or manner. -Use of Modal “Will” for Help: Indicating future intentions, offers, promises, and/or willingness to assist. -Use of Modal “Need & Needn’t” (Necessity): Expressing necessity,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				obligation, and/or the lack of requirement or need. Functions of the Target Grammatical Structures: -Use of the Simple Past Tense: Describing events and happenings in the past. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: Animals are all around us! Pick up litter! Use less energy! Plant trees! Save water! Plant the seeds for a better future! Target Phonological Sounds in Use: Consonants: g, h Consonants: g: (/g/, /d /, silent /g/); h: (/h/), silent /h/); *No pronunciation symbols will be included		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	14	Theme 8: Lıfe In The Unıverse	Sub-themes: “Planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets in the solar system: Nouns: A planet, the moon, the sun, moon(s), a star, the sky, space, the Milky Way, a comet, a galaxy, the world, size, spaceship. Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Directions: East, west, north, south. Vocabulary for facts about planets: Nouns: An asteroid, an astronaut, a climate (change), a comet, a diameter, dust, energy, gas, metal, a movement, ring(s), a rock, atmosphere, a satellite, an orbit, a surface, solar energy. Verbs: To exist, to light, to rise, to revolve around, to travel around, to rise, to discover. Adjectives: Dwarf, bright, connected, enormous, liquid, solid, major, huge, enormous. Vocabulary for the Earth as a planet: Verbs: To cover, to heat, to prevent, to protect, to provide, to rise, to reduce, to recycle, to explore. Nouns: A continent, a desert, a disaster, the	**ENG.5.8.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” carefully. **ENG.5.8.L2** Students can bring information about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” together through significant details and main components while listening/watching it. **ENG.5.8.L3** Students can make meaning of/derive meaning from the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” through significant details by listening/watching it carefully. **ENG.5.8.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. **ENG.5.8.P1** Students can select and use the target phonological elements of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others. **ENG.5.8.R1** Students can get ready for the reading-comprehension process about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. **ENG.5.8.R2** Students can bring information about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.8.R3** Students can make meaning of / derive meaning from the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” by reading it carefully. **ENG.5.8.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” in relation to themselves or others, both individually and/or with others. **ENG.5.8.V1** Students can select and use the target vocabulary of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.8.G1** Students can select and use the target grammatical elements of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.8.W1** Students can get ready for the writing-expression process about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. **ENG.5.8.W2** Students can understand the model/example for the writing task about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. **ENG.5.8.W3** Students can organise a content for the assigned writing task on the current content “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” based on the model/example provided. **ENG.5.8.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. **ENG.5.8.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” to	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a poster about the planets in the solar system. First, they will select a planet and try to find interesting facts about that planet’s size, temperature, and important and different features. Then they will draw the planet on a piece of paper (or digitally) and write a few sentences about that planet such as “Jupiter has 95 moons!”. They may use drawings or pictures. Finally, they will make presentations by showing their posters in the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				environment, heat, a hole, pollution, population, a position, a stone, a source, smoke, temperature, air, weather, the environment. Adjectives: Habitable, recent, plastic, extreme, global. Target Grammatical Structures in Use: -Zero Conditional: (If you heat plastic, it melts into a liquid form). -Conditional 1: (If astronauts discover water on Mars, they will explore it further in the future). -Unless: (Unless scientists protect the environment, Earth's population will have harm). Background Grammatical Structures: -Simple Future Tense: (The astronauts will visit new places beyond our planet.) Functions of the Target Grammatical Structures in Use: -Use of Zero Conditional: Describing general truths, facts, or habitual actions that are always true if certain conditions are fulfilled. -Use of Conditional 1: Describing possible or likely outcomes in the future based on a condition being fulfilled. Use of "Unless": Expressing a condition in a negative form indicating something will happen only if the condition is not fulfilled. Use of "If": Introducing a condition to describe potential actions, situations, or consequences, often expressing possibility or	communicate with other people. **ENG.5.8.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" in relation to themselves or others, both individually and/or with others. **ENG.5.8.S1** Students can get ready for speaking-expression process about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays". **ENG.5.8.S2** Students can use the model/example for producing verbal content about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays". **ENG.5.8.S3** Students can organise a new verbal content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" by speaking accurately, efficiently, and authentically. **ENG.5.8.S4** Students can construct a new verbal content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" by speaking accurately, efficiently, and authentically. **ENG.5.8.S5** Students can reorganise (reconstruct) and use information about the "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" to communicate with other people. **ENG.5.8.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				uncertainty. Functions of the Background Grammatical Structures in Use: -Use of the Simple Future Tense: Describing predictions for the future. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. 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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: Big as Jupiter, small as Mercury! Blue like the oceans, green like the trees! Home is here Earth is! The sun is burning today! Target Phonological Sounds in Use: Vowel: i, Consonant: j Vowel: i: (/aɪ/, /ɪ/, /i:/) Consonants: j: (/d e /, / d /) *No pronunciation symbols will be included in any material written for the pupils, (only) the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				sounds will be practised through pronunciation activities in the theme.		
20	15–19 Şubat	14	Theme 8: Lıfe In The Unıverse	Sub-themes: “Planets in the solar system; facts about planets; earth as a planet; extreme weather conditions”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets in the solar system: Nouns: A planet, the moon, the sun, moon(s), a star, the sky, space, the Milky Way, a comet, a galaxy, the world, size, spaceship. Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Directions: East, west, north, south. Vocabulary for facts about planets: Nouns: An asteroid, an astronaut, a climate (change), a comet, a diameter, dust, energy, gas, metal, a movement, ring(s), a rock, atmosphere, a satellite, an orbit, a surface, solar energy. Verbs: To exist, to light, to rise, to revolve around, to travel around, to rise, to discover. Adjectives: Dwarf, bright, connected, enormous, liquid, solid, major, huge, enormous. Vocabulary for the Earth as a planet: Verbs: To cover, to heat, to prevent, to protect, to provide, to rise, to reduce, to recycle, to explore. Nouns: A continent, a desert, a disaster, the environment, heat, a hole, pollution, population, a position, a stone, a source, smoke, temperature, air, weather,	**ENG.5.8.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” carefully. **ENG.5.8.L2** Students can bring information about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” together through significant details and main components while listening/watching it. **ENG.5.8.L3** Students can make meaning of/derive meaning from the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” through significant details by listening/watching it carefully. **ENG.5.8.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. **ENG.5.8.P1** Students can select and use the target phonological elements of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others. **ENG.5.8.R1** Students can get ready for the reading-comprehension process about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. **ENG.5.8.R2** Students can bring information about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.8.R3** Students can make meaning of / derive meaning from the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” by reading it carefully. **ENG.5.8.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe with planets in the solar system; facts about planets; earth as a planet; extreme weather conditions” in relation to themselves or others, both individually and/or with others. **ENG.5.8.V1** Students can select and use the target vocabulary of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.8.G1** Students can select and use the target grammatical elements of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.8.W1** Students can get ready for the writing-expression process about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. **ENG.5.8.W2** Students can understand the model/example for the writing task about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. **ENG.5.8.W3** Students can organise a content for the assigned writing task on the current content “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” based on the model/example provided. **ENG.5.8.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”. **ENG.5.8.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” to communicate with other people. **ENG.5.8.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” in relation to themselves or others, both individually and/or with	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a poster about the planets in the solar system. First, they will select a planet and try to find interesting facts about that planet’s size, temperature, and important and different features. Then they will draw the planet on a piece of paper (or digitally) and write a few sentences about that planet such as “Jupiter has 95 moons!”. They may use drawings or pictures. Finally, they will make presentations by showing their posters in the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				the environment. Adjectives: Habitable, recent, plastic, extreme, global. Target Grammatical Structures in Use: -Zero Conditional: (If you heat plastic, it melts into a liquid form). -Conditional 1: (If astronauts discover water on Mars, they will explore it further in the future). -Unless: (Unless scientists protect the environment, Earth's population will have harm). Background Grammatical Structures: -Simple Future Tense: (The astronauts will visit new places beyond our planet.) Functions of the Target Grammatical Structures in Use: -Use of Zero Conditional: Describing general truths, facts, or habitual actions that are always true if certain conditions are fulfilled. -Use of Conditional 1: Describing possible or likely outcomes in the future based on a condition being fulfilled. Use of "Unless": Expressing a condition in a negative form indicating something will happen only if the condition is not fulfilled. Use of "If": Introducing a condition to describe potential actions, situations, or consequences, often expressing possibility or uncertainty. Functions of the Background Grammatical Structures in Use:	others. **ENG.5.8.S1** Students can get ready for speaking-expression process about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays". **ENG.5.8.S2** Students can use the model/example for producing verbal content about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays". **ENG.5.8.S3** Students can organise a new verbal content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" by speaking accurately, efficiently, and authentically. **ENG.5.8.S4** Students can construct a new verbal content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" by speaking accurately, efficiently, and authentically. **ENG.5.8.S5** Students can reorganise (reconstruct) and use information about the "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" to communicate with other people. **ENG.5.8.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of the Simple Future Tense: Describing predictions for the future. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. 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		

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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: Big as Jupiter, small as Mercury! Blue like the oceans, green like the trees! Home is here Earth is! The sun is burning today! Target Phonological Sounds in Use: Vowel: i, Consonant: j Vowel: i: (/aı/, /ı/, /i:/) Consonants: j: (/d e /, / d /) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
21	22–26 Şubat	14	Theme 9: School Lıfe &	Sub-themes: "Schools	**ENG.5.9.L1** Students can get ready for the listening/watching-comprehension process for the current content on	EVALUATION FOR THE SKILLS AND

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
			Educatıon	from different parts of the world; extracurricular activities at school; clubs at school". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for general terms related to education: Nouns: An educational programme, a diploma, a year (grade AmE), an extracurricular activity, a student, a qualification, facilities. Verbs: To graduate, to practise (to practice-AmE), to research, to register. Vocabulary for types of school: A primary school (an elementary school-AmE), a lower secondary school (junior high school/middle school-AmE), an upper secondary school (high school-AmE), a vocational school, a private school, a public school, an international school, a boarding school, a special needs school, a language school, a college, a university. Vocabulary for facilities in different types of schools: Nouns: A cafeteria, a courtyard, a gym, a conference room, a seminar room, a swimming pool, a tennis court, a basketball court, a teacher's room/a staff room (teachers' lounge-AmE), a headmaster's office (principal's office-AmE), a counsellor's office (counselor's office-AmE), a prayer room, a technology lab. Vocabulary for regular activities in different types of schools:	"school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" carefully. **ENG.5.9.L2** Students can bring information about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" together through significant details and main components while listening (to)/watching it. **ENG.5.9.L3** Students can make meaning of/derive meaning from the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" through significant details by listening (to)/watching it carefully. **ENG.5.9.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" **ENG.5.9.P1** Students can select and use the target phonological elements of the current content about "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.9.R1** Students can get ready for the reading-comprehension process about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.R2** Students can bring information about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.9.R3** Students can make meaning of / derive meaning from the current content about "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" by reading it carefully. **ENG.5.9.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" in relation to themselves or others, both individually and/or with others. **ENG.5.9.V1** Students can select and use the target vocabulary of the current content about "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.9.G1** Students can select and use the target grammatical elements of the current content about "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.9.W1** Students can get ready for the writing-expression process about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.W2** Students can understand the model/example for the writing task about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.W3** Students can organise a content for the assigned writing task on the current content "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" based on the model/example provided. **ENG.5.9.W4** Students can individually construct/form content for the assigned writing task on the current content "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" to communicate with other people. **ENG.5.9.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" in relation to themselves or others, both individually and/	THE CONTENT: PERFORMANCE ASSIGNMENT: Students will explore the diversity of school types, both locally and globally. They will begin by researching schools in different parts of the world and learn about their significant features, activities, and traditions. Next, they think about the clubs and activities of schools. They will compare these schools to their own school by focusing on extracurricular activities like sports, music, art, or science clubs. They will create a creative project, such as a blog, presentation including drawings, photographs, or facts about a school club they enjoy or would like to join. They will share their findings and ideas with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Nouns: A Lecture, classwork, an exam, a quiz, a project, a discussion, a presentation, group work, laboratory work, an experiment, an exhibition. School Subjects: Information Technology (IT), Geography, History, Physics, Chemistry, Biology, Maths (Math-AmE), Literature, Social Studies, Philosophy, Art, Music, Physical Education (P.E.), Religion and Morals. Vocabulary for extracurricular activities in different types of schools: Nouns: Debate club, maths club, science club, chess club, literature club, art club, coding club, history club, volunteers club, spelling bee club, drama club, sculpture club, robotics club. Vocabulary for sports at school: Nouns: Football (soccer-AmE), basketball, swimming, tennis, martial arts, gymnastics, cycling, rugby, skiing, hiking. Target Grammatical Structures in Use: -Passive Voice in Present Tenses for Daily Speech: (Projects are assigned to students by the teachers.) -Question Tags with Perfect Tenses: (You've completed your class project on time, haven't you?) -Articles (a/an/the): (A boarding school, an international school, the school). Background	or with others. **ENG.5.9.S1** Students can get ready for speaking-expression process about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.S2** Students can use the model/example for producing verbal content about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.S3** Students can organise a new verbal content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" by speaking accurately, efficiently, and authentically. **ENG.5.9.S4** Students can construct a new verbal content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" by speaking accurately, efficiently, and authentically. **ENG.5.9.S5** Students can reorganise (reconstruct) and use information about the "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" to communicate with other people. **ENG.5.9.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Structures in Use: -The Present Simple Tense: (Students play football, basketball, and tennis regularly.) -The Present Progressive Tense: (The students are working on a group project about social studies now.) -The Present Perfect Tense: (Students have conducted research projects on various scientific topics since last month.) -The Present Perfect Progressive Tense: (She has been practising painting in the art club every weekend since October.) -There is/There are: (There is a cafeteria in the school. There are many sports teams in this school including basketball and tennis teams.) Functions of the Target Grammatical Structures in Use: -Use of Passive Voice in Present Tenses for Daily Speech: Describing what happens to someone or something, not who does it. -Use of “Question Tags” with Perfect Tenses: Checking information, confirming understanding and/or inviting agreement about actions completed. Use of articles (a/an/ the): Expressing non-specific or general items and specific or definite items. Functions of the Background Grammatical Structures: -Use of the Simple Present Tense:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Expressing routines, habits, general truths, and facts. -Use of the Present Progressive Tense: Indicating actions happening right now or ongoing activities. -Use of the Present Perfect Tense: Expressing actions that started in the past and continue into the present or have an effect on the present. -Use of the Present Perfect Progressive Tense: Expressing actions that began in the past and are still continuing, emphasising the duration. -Use of “There is/There are”: Introducing existence or presence, specifying objects, people, or places in a location. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				opportunities for learning through revised and scaffolded language. *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 of contents for this section is provided in the introduction to the whole English Language		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Curriculum. Target Social Language Expressions in Use: Rise and shine, time for school fun! Let's tidy up before we go home! See you bright and early tomorrow! School is over today. Catch you later. Alligator! Target Phonological Sounds in Use: Consonants: k, l Consonants: k: (/k/, silent /k/); l: (/ l/ /, silent /l/); *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
22	1–5 Mart	14	Theme 9: School Lıfe & Educatıon	Sub-themes: "Schools from different parts of the world; extracurricular activities at school; clubs at school". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for general terms related to education: Nouns: An educational programme, a diploma, a year (grade AmE), an extracurricular activity, a student, a qualification, facilities. Verbs: To graduate, to practise (to practice-AmE), to research, to register. Vocabulary for types of school: A primary school (an elementary school-AmE), a lower secondary school (junior high school/middle school-AmE), an upper secondary school (high school-AmE), a vocational school, a private school, a public	**ENG.5.9.L1** Students can get ready for the listening/watching-comprehension process for the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" carefully. **ENG.5.9.L2** Students can bring information about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" together through significant details and main components while listening (to)/watching it. **ENG.5.9.L3** Students can make meaning of/derive meaning from the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" through significant details by listening (to)/watching it carefully. **ENG.5.9.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" **ENG.5.9.P1** Students can select and use the target phonological elements of the current content about "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.9.R1** Students can get ready for the reading-comprehension process about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.R2** Students can bring information about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.9.R3** Students can make meaning of / derive meaning from the current content about "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" by reading it carefully. **ENG.5.9.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" in relation to themselves or others, both individually and/or with others. **ENG.5.9.V1** Students can select and use the target vocabulary of the current content about "school life and	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will explore the diversity of school types, both locally and globally. They will begin by researching schools in different parts of the world and learn about their significant features, activities, and traditions. Next, they think about the clubs and activities of schools. They will compare these schools to their own school by focusing on extracurricular activities like sports, music, art, or science clubs. They will create a creative project, such as a blog, presentation including drawings, photographs, or facts about a school club they enjoy or would like to join. They will share their findings and ideas with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				school, an international school, a boarding school, a special needs school, a language school, a college, a university. Vocabulary for facilities in different types of schools: Nouns: A cafeteria, a courtyard, a gym, a conference room, a seminar room, a swimming pool, a tennis court, a basketball court, a teacher's room/a staff room (teachers' lounge-AmE), a headmaster's office (principal's office-AmE), a counsellor's office (counselor's office-AmE), a prayer room, a technology lab. Vocabulary for regular activities in different types of schools: Nouns: A Lecture, classwork, an exam, a quiz, a project, a discussion, a presentation, group work, laboratory work, an experiment, an exhibition. School Subjects: Information Technology (IT), Geography, History, Physics, Chemistry, Biology, Maths (Math-AmE), Literature, Social Studies, Philosophy, Art, Music, Physical Education (P.E.), Religion and Morals. Vocabulary for extracurricular activities in different types of schools: Nouns: Debate club, maths club, science club, chess club, literature club, art club, coding club, history club, volunteers club, spelling bee club, drama club, sculpture club, robotics	education with schools from different parts of the world; extracurricular activities at school; clubs at school" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.9.G1** Students can select and use the target grammatical elements of the current content about "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.9.W1** Students can get ready for the writing-expression process about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.W2** Students can understand the model/example for the writing task about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.W3** Students can organise a content for the assigned writing task on the current content "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" based on the model/example provided. **ENG.5.9.W4** Students can individually construct/form content for the assigned writing task on the current content "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" to communicate with other people. **ENG.5.9.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" in relation to themselves or others, both individually and/or with others. **ENG.5.9.S1** Students can get ready for speaking-expression process about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.S2** Students can use the model/example for producing verbal content about the current content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school". **ENG.5.9.S3** Students can organise a new verbal content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" by speaking accurately, efficiently, and authentically. **ENG.5.9.S4** Students can construct a new verbal content on "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" by speaking accurately, efficiently, and authentically. **ENG.5.9.S5** Students can reorganise (reconstruct) and use information about the "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" to communicate with other people. **ENG.5.9.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "school life and education with schools from different parts of the world; extracurricular activities at school; clubs at school" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				club. Vocabulary for sports at school: Nouns: Football (soccer-AmE), basketball, swimming, tennis, martial arts, gymnastics, cycling, rugby, skiing, hiking. Target Grammatical Structures in Use: -Passive Voice in Present Tenses for Daily Speech: (Projects are assigned to students by the teachers.) -Question Tags with Perfect Tenses: (You've completed your class project on time, haven't you?) -Articles (a/an/the): (A boarding school, an international school, the school). Background Grammatical Structures in Use: -The Present Simple Tense: (Students play football, basketball, and tennis regularly.) -The Present Progressive Tense: (The students are working on a group project about social studies now.) -The Present Perfect Tense: (Students have conducted research projects on various scientific topics since last month.) -The Present Perfect Progressive Tense: (She has been practising painting in the art club every weekend since October.) -There is/There are: (There is a cafeteria in the school. There are many sports teams in this school including basketball and tennis teams.)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Functions of the Target Grammatical Structures in Use: -Use of Passive Voice in Present Tenses for Daily Speech: Describing what happens to someone or something, not who does it. -Use of “Question Tags” with Perfect Tenses: Checking information, confirming understanding and/or inviting agreement about actions completed. Use of articles (a/an/ the): Expressing non-specific or general items and specific or definite items. Functions of the Background Grammatical Structures: -Use of the Simple Present Tense: Expressing routines, habits, general truths, and facts. -Use of the Present Progressive Tense: Indicating actions happening right now or ongoing activities. -Use of the Present Perfect Tense: Expressing actions that started in the past and continue into the present or have an effect on the present. -Use of the Present Perfect Progressive Tense: Expressing actions that began in the past and are still continuing, emphasising the duration. -Use of “There is/There are”: Introducing existence or presence, specifying objects, people, or places in a location. *About “Background Grammatical Structures		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: Rise and shine, time for school fun! Let's tidy up before we go home! See you bright and early tomorrow! School is over today. Catch you later. Alligator! Target Phonological Sounds in Use: Consonants: k, l Consonants: k: (/k/, silent /k/); l: (/ l/ /, silent /l/); *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	14	Theme 10: Classroom Lıfe & Learnıng	Sub-themes: "Technological classroom tools;	**ENG.5.10.L1** Students can get ready for the listening /watching-comprehension process for the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" carefully.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT:

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				learning activities in the classroom; cardinal numbers and ordinal numbers". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for technological classroom tools: Verbs: To access, to download, to upload, to sign in, to sign out, to sign up, to search, to send, to text, to receive, to connect, to print, to click, to switch on, to switch off, to log in, to log out, to label. Nouns: A PC, a laptop, a printer, a server, a screen, a keyboard, a file, a homepage, a website, a webcam, a web page, a smartphone, a connection, 3d printer, a headset. Vocabulary for learning activities: Nouns: An assignment, pair work, group work, a role-play, brainstorming, a discussion, a question-answer session, a task, a presentation. Verbs: To take notes, to summarise, to analyse, to compare, to define, to solve a problem, to conclude, to participate, to share, to guess, to discuss. Cardinal numbers: (500-1000) Ordinal numbers: (50-100): Target Grammatical Structures in Use: -Passive Voice in Future Tenses for Daily Speech: (The homework will be finished by tomorrow morning). Background Grammatical Structures in Use:	**ENG.5.10.L2** Students can bring information about the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" together through significant details and main components while listening(to)/watching it. **ENG.5.10.L3** Students can make meaning of/derive meaning from the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" through significant details by listening(to)/watching it carefully. **ENG.5.10.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" **ENG.5.10.P1** Students can select and use the target phonological elements of the current content about "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.10.R1** Students can get ready for the reading-comprehension process about the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers". **ENG.5.10.R2** Students can bring information about the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.10.R3** Students can make meaning of / derive meaning from the current content about "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" by reading it carefully. **ENG.5.10.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" in relation to themselves or others, both individually and/or with others. **ENG.5.10.V1** Students can select and use the target vocabulary of the current content about "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.10.G1** Students can select and use the target grammatical elements of the current content about "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.10.W1** Students can get ready for the writing-expression process about the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers". **ENG.5.10.W2** Students can understand the model/example for the writing task about the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers". **ENG.5.10.W3** Students can organise a content for the assigned writing task on the current content "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" based on the model/example provided. **ENG.5.10.W4** Students can individually construct/form content for the assigned writing task on the current content "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers". **ENG.5.10.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" to communicate with other people. **ENG.5.10.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" in relation to themselves or others, both	Students will take on the role of "Classroom Tour Guides" and create a detailed, creative tour experience for their classmates. In this project, each student or group will design a tour booklet, video, or live presentation that are related to different parts of their classroom life. They will act as guides to highlight technological tools like computers, Smart Boards, and headphones explaining how each tool helps students learn things. They will also share their favourite learning activities and describe why they enjoy those activities. Additionally, they can work with cardinal numbers (500-1000) and ordinal numbers (50-100) by creating fun number challenges, scavenger hunts, and/or ranking activities around the classroom. The tour experience should include drawings, photographs or short stories for making it interactive, informative, and full of surprises for their audience. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 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
				-The Simple Future Tense “Will”: (The IT workshop will start at 10:00 a.m. tomorrow.) - “Be going to Future” Tense: (The students are going to sign up for a webinar on educational technology in the afternoon.) -The Present Progressive Tense for the Future: (The teacher is printing the exam sheets for the next session at the moment.) -The Simple Present Tense for the Future: (The new website for the online library opens next Monday.) -Question Tags with Future Tenses: (You’re going to participate in an online quiz, aren’t you?) - “Can” for Polite Requests: (Can you share your screen with us?) - “Can” for Probability: (You can take notes on your mobile phone.) Functions of the Grammatical Structures in Use: -Use of Passive Voice in Future Tenses for Daily Speech: Emphasising the future action and its receiver rather than the doer. Functions of the Background Grammatical Structures in Use: -Use of the Present Progressive Tense for the Future: Describing fixed plans or arrangements that have already been decided. -Use of the Simple Future Tense for the Future: Making predictions, promises, decisions made at the	individually and/or with others. **ENG.5.10.S1** Students can get ready for speaking-expression process about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” **ENG.5.10.S2** Students can use the model/example for producing verbal content about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” **ENG.5.10.S3** Students can organise a new verbal content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” by speaking accurately, efficiently, and authentically. **ENG.5.10.S4** Students can construct a new verbal content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” by speaking accurately, efficiently, and authentically. **ENG.5.10.S5** Students can reorganise (reconstruct) and use information about the “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” to communicate with other people. **ENG.5.10.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				moment of speaking and/or to express future facts. -Use of The Simple Present Tense for the Future: Describing scheduled or timetabled events, particularly those related to fixed arrangements. -Use of the “Be going to Future Tense”: Expressing plans, intentions, or predictions based on evidence. -Use of “Question Tags” with Future Tenses: Confirming future actions. -Use of “Can” for Polite Requests: Making polite requests in the context of classroom life and learning. -Use of “Can” for Probability: Expressing probability in the context of classroom life and learning. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				are used. They provide opportunities for learning through revised and scaffolded language. *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 of contents for this section is provided in the introduction to the whole		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				English Language Curriculum. Target Social Language Expressions in Use: Can you give me a hand (with this question)? You nailed it! High five! Yay! I got it right! Work smarter, not harder! I'm a quick study! Target Phonological Sounds in Use: Consonants: m, n Consonants: m; (/ m/,/ m/); n: (/ n/, ɲ/, silent / n/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
24	22–26 Mart	14	Theme 10: Classroom Lıfe & Learnıng	Sub-themes: "Technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for technological classroom tools: Verbs: To access, to download, to upload, to sign in, to sign out, to sign up, to search, to send, to text, to receive, to connect, to print, to click, to switch on, to switch off, to log in, to log out, to label. Nouns: A PC, a laptop, a printer, a server, a screen, a keyboard, a file, a homepage, a website, a webcam, a web page, a smartphone, a connection, 3d printer, a headset. Vocabulary for learning	**ENG.5.10.L1** Students can get ready for the listening /watching-comprehension process for the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" carefully. **ENG.5.10.L2** Students can bring information about the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" together through significant details and main components while listening(to)/watching it. **ENG.5.10.L3** Students can make meaning of/derive meaning from the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" through significant details by listening(to)/watching it carefully. **ENG.5.10.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" **ENG.5.10.P1** Students can select and use the target phonological elements of the current content about "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.10.R1** Students can get ready for the reading-comprehension process about the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers". **ENG.5.10.R2** Students can bring information about the current content on "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.10.R3** Students can make meaning of / derive meaning from the current content about "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" by reading it carefully. **ENG.5.10.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers" in relation to themselves or others, both individually and/or with others.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will take on the role of "Classroom Tour Guides" and create a detailed, creative tour experience for their classmates. In this project, each student or group will design a tour booklet, video, or live presentation that are related to different parts of their classroom life. They will act as guides to highlight technological tools like computers, Smart Boards, and headphones explaining how each tool helps students learn things. They will also share their favourite learning activities and describe why they enjoy those activities. Additionally, they can work with cardinal numbers (500-1000) and ordinal numbers (50-100) by creating fun number challenges, scavenger hunts, and/or ranking activities around the classroom. The tour experience should include drawings, photographs or short stories for making it interactive, informative, and full of surprises for their audience. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				activities: Nouns: An assignment, pair work, group work, a role-play, brainstorming, a discussion, a question-answer session, a task, a presentation. Verbs: To take notes, to summarise, to analyse, to compare, to define, to solve a problem, to conclude, to participate, to share, to guess, to discuss. Cardinal numbers: (500-1000) Ordinal numbers: (50-100): Target Grammatical Structures in Use: -Passive Voice in Future Tenses for Daily Speech: (The homework will be finished by tomorrow morning). Background Grammatical Structures in Use: -The Simple Future Tense “Will”: (The IT workshop will start at 10:00 a.m. tomorrow.) - “Be going to Future” Tense: (The students are going to sign up for a webinar on educational technology in the afternoon.) -The Present Progressive Tense for the Future: (The teacher is printing the exam sheets for the next session at the moment.) -The Simple Present Tense for the Future: (The new website for the online library opens next Monday.) -Question Tags with Future Tenses: (You’re going to participate in an online quiz, aren’t you?) - “Can” for Polite Requests: (Can you share your screen with	**ENG.5.10.V1** Students can select and use the target vocabulary of the current content about “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.10.G1** Students can select and use the target grammatical elements of the current content about “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.10.W1** Students can get ready for the writing-expression process about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”. **ENG.5.10.W2** Students can understand the model/example for the writing task about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”. **ENG.5.10.W3** Students can organise a content for the assigned writing task on the current content “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” based on the model/example provided. **ENG.5.10.W4** Students can individually construct/form content for the assigned writing task on the current content “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers”. **ENG.5.10.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” to communicate with other people. **ENG.5.10.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” in relation to themselves or others, both individually and/or with others. **ENG.5.10.S1** Students can get ready for speaking-expression process about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” **ENG.5.10.S2** Students can use the model/example for producing verbal content about the current content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” **ENG.5.10.S3** Students can organise a new verbal content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” by speaking accurately, efficiently, and authentically. **ENG.5.10.S4** Students can construct a new verbal content on “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” by speaking accurately, efficiently, and authentically. **ENG.5.10.S5** Students can reorganise (reconstruct) and use information about the “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” to communicate with other people. **ENG.5.10.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life and learning with technological classroom tools; learning activities in the classroom; cardinal numbers and ordinal numbers” to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				us?) - “Can” for Probability: (You can take notes on your mobile phone.) Functions of the Grammatical Structures in Use: -Use of Passive Voice in Future Tenses for Daily Speech: Emphasising the future action and its receiver rather than the doer. Functions of the Background Grammatical Structures in Use: -Use of the Present Progressive Tense for the Future: Describing fixed plans or arrangements that have already been decided. -Use of the Simple Future Tense for the Future: Making predictions, promises, decisions made at the moment of speaking and/or to express future facts. -Use of The Simple Present Tense for the Future: Describing scheduled or timetabled events, particularly those related to fixed arrangements. -Use of the “Be going to Future Tense”: Expressing plans, intentions, or predictions based on evidence. -Use of “Question Tags” with Future Tenses: Confirming future actions. -Use of “Can” for Polite Requests: Making polite requests in the context of classroom life and learning. -Use of “Can” for Probability: Expressing probability in the context of classroom life and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				learning. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: Can you give me a hand (with this question)? You nailed it! High five! Yay! I got it right! Work smarter, not harder! I'm a quick study! Target Phonological Sounds in Use: Consonants: m, n Consonants: m; (/ m/,/ m/); n: (/ n/, ɲ/, silent / n/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
25	29 Mart – 2 Nisan	14	Theme 11: Personal Lıfe & Well Beıng	Sub-themes: "Body parts; human illnesses and diseases; keeping	**ENG.5.11.L1** Students can get ready for the listening/watching-comprehension process for the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" carefully. **ENG.5.11.L2** Students can bring information about the current content on "personal life and well-being with body	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT:

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				good health". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts: Nouns: A head, a face, hair, a forehead, an eyebrow, an eyelash, an eye, an ear, a nose, a mouth, lips, a tongue, a tooth, teeth, a chin, a neck, shoulders, a chest, a back, an arm, a hand, fingers, a leg, a knee, an ankle, a foot, toes, heart, brain, a stomach. Vocabulary for human illnesses and diseases: Nouns: A patient, a cold, the flu, cough, a headache, stomach ache, sore throat, a backache, earache, allergy, allergic reaction, treatment, COVID-19, a patient, pain, a painkiller, an emergency, blood, medical help. Verbs: To vomit, to lie down, to feel dizzy, to breathe, to get better, to get worse, to feel sick, to spin, to hurt, to treat, to examine. Adjectives: Painful, pale, weak. Vocabulary for keeping good health: Adjectives: Empathy, ambitious, creative, courageous. Nouns: Self-care, mindfulness, social connection, happiness, digital detox. Verbs: To keep fit, to exercise, to work out, to support, to explore. Target Grammatical Structures in Use: -Passive Voice in Past Tenses: (The patient was carefully examined by the doctor.) -Comparatives & Superlatives of Adjectives: (A toothache	parts; human illnesses and diseases; keeping good health" together through significant details and main components while listening (to)/watching it. **ENG.5.11.L3** Students can make meaning of/derive meaning from the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" through significant details by listening (to)/watching it carefully. **ENG.5.11.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" **ENG.5.11.P1** Students can select and use the target phonological elements of the current content about "personal life and well-being with body parts; human illnesses and diseases; keeping good health" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.11.R1** Students can get ready for the reading-comprehension process about the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health". **ENG.5.11.R2** Students can bring information about the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.11.R3** Students can make meaning of / derive meaning from the current content about "personal life and well-being with body parts; human illnesses and diseases; keeping good health" by reading it carefully. **ENG.5.11.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life and well-being with body parts; human illnesses and diseases; keeping good health" in relation to themselves or others, both individually and/or with others. **ENG.5.11.V1** Students can select and use the target vocabulary of the current content about "personal life and well-being with body parts; human illnesses and diseases; keeping good health" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.11.G1** Students can select and use the target grammatical elements of the current content about "personal life and well-being with body parts; human illnesses and diseases; keeping good health" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.11.W1** Students can get ready for the writing-expression process about the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health". **ENG.5.11.W2** Students can understand the model/example for the writing task about the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health". **ENG.5.11.W3** Students can organise a content for the assigned writing task on the current content "personal life and well-being with body parts; human illnesses and diseases; keeping good health" based on the model/example provided. **ENG.5.11.W4** Students can individually construct/form content for the assigned writing task on the current content "personal life and well-being with body parts; human illnesses and diseases; keeping good health". **ENG.5.11.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "personal life and well-being with body parts; human illnesses and diseases; keeping good health" to communicate with other people. **ENG.5.11.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life and well-being with body parts; human illnesses and diseases; keeping good health" in relation to themselves or others, both individually and/or with others. **ENG.5.11.S1** Students can get ready for speaking-expression process about the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health". **ENG.5.11.S2** Students can use the model/example for producing verbal content about the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health". **ENG.5.11.S3** Students can organise a new verbal content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" by speaking accurately, efficiently, and authentically. **ENG.5.11.S4** Students can construct a new verbal content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" by speaking accurately, efficiently, and authentically.	Students will create a short, illustrated story book called "Staying Healthy Adventures". In their story, they will include a main character who gets sick (e.g. a child with a cold or a stomachache) and show how they recover by following good health tips. The story should include vocabulary about body parts (e.g. "head", "stomach"), illnesses (e.g. "fever", "cough"), and healthy habits (e.g. "eating fruits", "exercising"). Students will write simple sentences for each page and draw colourful pictures to match the story. For example: "Yasemin has got a sore throat. She should drink warm tea and have a rest". After finishing their storybooks, students will share them with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Library Week

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				is more painful than a headache). (The most painful common illness is probably a headache.) - “Used to”: (People used to give importance to physical activity in the old days.) - “Should”: (You should drink plenty of water to stay hydrated.) Background Grammatical Structures in Use: -The Simple Past Tense: (He exercised every day last week). -The Past Progressive Tense: (The athlete was training hard for the football match last month.) - “Must/Can’t” for Deduction: (He must have a headache because he is pressing his forehead with both hands. She can’t be allergic to pollen as she exercises outdoors every day without any problems.) Functions of the Target Grammatical Structures in Use: -Use of Passive Voice in Past Tenses: Emphasising the action itself rather than who performed the action, often highlighting the receiver of an action in the past. -Use of “Used To”: Expressing habits, routines, and states in the past that no longer occur in the present. -Use of “Comparative Adjectives”: Expressing difference or degree between two things, people and/or entities. -Use of “Superlative Adjectives”: Expressing the highest or lowest	**ENG.5.11.S5** Students can reorganise (reconstruct) and use information about the “personal life and wellbeing with body parts; human illnesses and diseases; keeping good health” to communicate with other people. **ENG.5.11.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “personal life and well-being with body parts; human illnesses and diseases; keeping good health” to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				degree among three or more things, people and/ or entities. -Use of “Should”: Expressing advice, giving recommendations, and suggesting actions. Functions of the Background Grammatical Structures -Use of the Past Progressive Tense: Describing actions that were ongoing in the past, often emphasising the continuous nature of an event at a particular moment. -Use of the Simple Past Tense: Indicating actions that were completed in the past, often with a specific time reference. -Use of “Must” for Deduction: Expressing a strong certainty or logical deduction based on evidence or reasoning. -Use of “Can’t” for Deduction: Indicating a strong logical impossibility. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a		

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				part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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		

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				context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: You finished your work? Good on you! No worries! Stay calm! You look at the picture of health! My mother always wraps me in cotton wool! I'm on the mend after having a heavy flu! Target Phonological Sounds in Use: Vowels and Consonants: o, p Vowel: o: (/əʊ /, /ɒ /, /ɜ: /) Consonant: p: (pi: /p/, silent /p/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
26	5–9 Nisan	14	Theme 11: Personal Lıfe & Well Beıng	Sub-themes: "Body parts; human illnesses and diseases; keeping good health". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts: Nouns: A head, a face, hair, a forehead, an eyebrow, an eyelash, an eye, an ear, a nose, a mouth, lips, a tongue, a tooth, teeth, a chin, a neck, shoulders, a chest, a back, an arm, a hand, fingers, a leg, a knee, an ankle, a foot, toes, heart, brain, a stomach. Vocabulary for human illnesses and diseases: Nouns: A patient, a cold,	**ENG.5.11.L1** Students can get ready for the listening/watching-comprehension process for the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" carefully. **ENG.5.11.L2** Students can bring information about the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" together through significant details and main components while listening (to)/watching it. **ENG.5.11.L3** Students can make meaning of/derive meaning from the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" through significant details by listening (to)/watching it carefully. **ENG.5.11.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" **ENG.5.11.P1** Students can select and use the target phonological elements of the current content about "personal life and well-being with body parts; human illnesses and diseases; keeping good health" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.11.R1** Students can get ready for the reading-comprehension process about the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health". **ENG.5.11.R2** Students can bring information about the current content on "personal life and well-being with body parts; human illnesses and diseases; keeping good health" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.11.R3** Students can make meaning of / derive meaning from the current content about "personal life and	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a short, illustrated story book called "Staying Healthy Adventures". In their story, they will include a main character who gets sick (e.g. a child with a cold or a stomachache) and show how they recover by following good health tips. The story should include vocabulary about body parts (e.g. "head", "stomach"), illnesses (e.g. "fever", "cough"), and healthy habits (e.g. "eating fruits", "exercising"). Students will write simple sentences for each page and draw colourful pictures to match the story. For example: "Yasemin has got a sore throat. She should drink warm tea and have a rest". After finishing their storybooks, students will share them with the class. The assignment will be

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				the flu, cough, a headache, stomach ache, sore throat, a backache, earache, allergy, allergic reaction, treatment, COVID-19, a patient, pain, a painkiller, an emergency, blood, medical help. Verbs: To vomit, to lie down, to feel dizzy, to breathe, to get better, to get worse, to feel sick, to spin, to hurt, to treat, to examine. Adjectives: Painful, pale, weak. Vocabulary for keeping good health: Adjectives: Empathy, ambitious, creative, courageous. Nouns: Self-care, mindfulness, social connection, happiness, digital detox. Verbs: To keep fit, to exercise, to work out, to support, to explore. Target Grammatical Structures in Use: -Passive Voice in Past Tenses: (The patient was carefully examined by the doctor.) -Comparatives & Superlatives of Adjectives: (A toothache is more painful than a headache). (The most painful common illness is probably a headache.) - “Used to”: (People used to give importance to physical activity in the old days.) - “Should”: (You should drink plenty of water to stay hydrated.) Background Grammatical Structures in Use: -The Simple Past Tense: (He exercised every day last week). -The Past Progressive Tense: (The athlete was training hard for the	well-being with body parts; human illnesses and diseases; keeping good health” by reading it carefully. **ENG.5.11.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life and well-being with body parts; human illnesses and diseases; keeping good health” in relation to themselves or others, both individually and/or with others. **ENG.5.11.V1** Students can select and use the target vocabulary of the current content about “personal life and well-being with body parts; human illnesses and diseases; keeping good health” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.11.G1** Students can select and use the target grammatical elements of the current content about “personal life and well-being with body parts; human illnesses and diseases; keeping good health” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.11.W1** Students can get ready for the writing-expression process about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”. **ENG.5.11.W2** Students can understand the model/example for the writing task about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”. **ENG.5.11.W3** Students can organise a content for the assigned writing task on the current content “personal life and well-being with body parts; human illnesses and diseases; keeping good health” based on the model/example provided. **ENG.5.11.W4** Students can individually construct/form content for the assigned writing task on the current content “personal life and well-being with body parts; human illnesses and diseases; keeping good health”. **ENG.5.11.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “personal life and well-being with body parts; human illnesses and diseases; keeping good health” to communicate with other people. **ENG.5.11.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life and well-being with body parts; human illnesses and diseases; keeping good health” in relation to themselves or others, both individually and/or with others. **ENG.5.11.S1** Students can get ready for speaking-expression process about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”. **ENG.5.11.S2** Students can use the model/example for producing verbal content about the current content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health”. **ENG.5.11.S3** Students can organise a new verbal content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” by speaking accurately, efficiently, and authentically. **ENG.5.11.S4** Students can construct a new verbal content on “personal life and well-being with body parts; human illnesses and diseases; keeping good health” by speaking accurately, efficiently, and authentically. **ENG.5.11.S5** Students can reorganise (reconstruct) and use information about the “personal life and wellbeing with body parts; human illnesses and diseases; keeping good health” to communicate with other people. **ENG.5.11.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “personal life and well-being with body parts; human illnesses and diseases; keeping good health” to communicate with other people in relation to themselves or others, both individually and/or with others.	evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				football match last month.) - “Must/Can’t” for Deduction: (He must have a headache because he is pressing his forehead with both hands. She can’t be allergic to pollen as she exercises outdoors every day without any problems.) Functions of the Target Grammatical Structures in Use: -Use of Passive Voice in Past Tenses: Emphasising the action itself rather than who performed the action, often highlighting the receiver of an action in the past. -Use of “Used To”: Expressing habits, routines, and states in the past that no longer occur in the present. -Use of “Comparative Adjectives”: Expressing difference or degree between two things, people and/or entities. -Use of “Superlative Adjectives”: Expressing the highest or lowest degree among three or more things, people and/or entities. -Use of “Should”: Expressing advice, giving recommendations, and suggesting actions. Functions of the Background Grammatical Structures -Use of the Past Progressive Tense: Describing actions that were ongoing in the past, often emphasising the continuous nature of an event at a particular moment. -Use of the Simple Past Tense: Indicating actions		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				that were completed in the past, often with a specific time reference. -Use of “Must” for Deduction: Expressing a strong certainty or logical deduction based on evidence or reasoning. -Use of “Can’t” for Deduction: Indicating a strong logical impossibility. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: You finished your work? Good on you! No worries! Stay calm! You look at the picture of health! My mother always wraps me in cotton wool! I'm on the mend after having a heavy flu! Target Phonological Sounds in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vowels and Consonants: o, p Vowel: o: (/əʊ /, /ɒ /, /ɜː /) Consonant: p: (piː /f/, silent /p/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
27	12–16 Nisan					
28	19–23 Nisan	14	Theme 12: Famıly Lıfe & Home	Sub-themes: “Family members’ abilities and skills; hobbies of family members, different lifestyles of families in different houses”. Target Vocabulary in Use (with revisional vocabulary) Vocabulary for family members’ abilities and skills: Verbs: To act, to babysit, to barbecue, to build, to catch, to climb, to code, to communicate, to cycle, to create, to decide, to develop, to design, to describe, to explain, to film, to fish, to fly, to grill, to improve, to jump, to manage (time), to match, to organise, to perform, to peel, to programme, to run, to sail, to skateboard, to solve, to surf. Vocabulary for hobbies of family members (sports, films, music): Verbs: To do barbecue, to go to the beach, to ride a bicycle, to ride a bike, to camp, to collect, to go cycling, to go to a festival, to go out, to go shopping, to play the guitar, to go on a holiday, to join, to be a member, to go to a museum, to paint, to go to the park,	**ENG.5.12.L1** Students can get ready for the listening/watching-comprehension process for the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” carefully. **ENG.5.12.L2** Students can bring information about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” together through significant details and main components while listening (to)/watching it. **ENG.5.12.L3** Students can make meaning of/derive meaning from the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” through significant details by listening (to)/watching it carefully. **ENG.5.12.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” **ENG.5.12.P1** Students can select and use the target phonological elements of the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.12.R1** Students can get ready for the reading-comprehension process about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”. **ENG.5.12.R2** Students can bring information about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.12.R3** Students can make meaning of / derive meaning from the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” by reading it carefully. **ENG.5.12.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” in relation to themselves or others, both individually and/or with others. **ENG.5.12.V1** Students can select and use the target vocabulary of the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.12.G1** Students can select and use the target grammatical elements of the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.12.W1** Students can get ready for the writing-expression process about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a short story about their family and home. They will begin by introducing their family members and describing their special abilities or skills, such as cooking, drawing, or playing sports. Next, students will describe their family’s favourite hobbies, including activities they enjoy doing together, like watching movies, listening to music, or playing games. They will also compare their home and lifestyle with a family living in a different type of house, such as a big city apartment or a small countryside home. The story will include a word limit with colourful details, and a drawing of their family doing their favourite hobby. Students will present their work to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 23 April, National Sovereignty and Children's Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				to take a photograph, to go on a picnic, to do a quiz, to play a video game. Vocabulary for different lifestyles of families in different houses: Types of houses: Nouns: An attached house, a detached house (a single-family house), a semi-detached house, a duplex, a terraced house (a row house-AmE), a flat (an apartment-AmE), a block, a block of flats (an apartment building-AmE), a villa (a vacation home-AmE), an igloo, a cottage, a bungalow (a ranch house-AmE), a penthouse, a hut, a houseboat, a farmhouse, a treehouse. Types of families: Nouns: An immediate family, an extended family, a foster family. Target Grammatical Structures in Use: -Passive Voice in Future Tenses: - Passive Voice in the "Be Going to Future Tense": (The house is going to be cleaned later today.) -Passive Voice in the Simple Future Tense (Will): (The invitations will be sent tomorrow.) -(Active) The Future Progressive Tense: (This time next month, we will be camping in the mountains.) -(Active) The Future Perfect Tense: (I will have read all the books in my collection by next weekend.) -(Active) The Future Perfect Progressive Tense: (By next weekend, I will have been reading all the	different houses". **ENG.5.12.W2** Students can understand the model/example for the writing task about the current content on "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses". **ENG.5.12.W3** Students can organise a content for the assigned writing task on the current content "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" based on the model/example provided. **ENG.5.12.W4** Students can individually construct/form content for the assigned writing task on the current content "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses". **ENG.5.12.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" to communicate with other people. **ENG.5.12.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" in relation to themselves or others, both individually and/or with others. **ENG.5.12.S1** Students can get ready for speaking-expression process about the current content on "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" **ENG.5.12.S2** Students can use the model/example for producing verbal content about the current content on "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" **ENG.5.12.S3** Students can organise a new verbal content on "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" by speaking accurately, efficiently, and authentically. **ENG.5.12.S4** Students can construct a new verbal content on "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" by speaking accurately, efficiently, and authentically. **ENG.5.12.S5** Students can reorganise (reconstruct) and use information about the "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" to communicate with other people. **ENG.5.12.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				books in my collection.) -Question Tags with Future Tenses (Passive): (The project will be completed by the team by next Friday, won't it?) - "Will" for Sudden Decisions: (What would you like to drink? Orange juice or apple juice? Err, I think I'll take orange juice. Thank you.) - "Could" (Probability and Ability): (I could clean the house before our guests arrive but I need some help. I could take photos when I was a child.) Background Grammatical Structures in Use: -The Simple Future Tense (Will): (We will clean the house tomorrow before the guests arrive.) -"Be going to" Future Tense: (We are going to move to our new house next week.) -Question Tags with Future Tenses: (They will complete the project by next Friday, won't they?) Functions of the Grammatical Structures in Use: -Use of Passive Voice in Future Tenses: Emphasising a future action and its results rather than the doer. -Use of the Future Progressive Tense: Describing actions that will be in progress at a specific time in the future. -Use of the Future Perfect Tense: Describing an action which will be completed before a specific time in the future. -Use of the Future		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Perfect Progressive Tense: Describing actions that will have been ongoing for a period of time up to a point in the future. -Use of “Will” for Sudden Decisions: Expressing actions or decisions made spontaneously. -Use of “Could” (Probability): Expressing polite suggestions and possibilities (in the present/future). Functions of the Background Grammatical Structures: -Use of the “Be going to Future” Tense: Talking about plans or intentions for the future. -Use of the Simple Future Tense (Will): Expressing future facts, predictions, or promises. -Use of “Question Tags” with Future Tenses: Confirming future actions or making polite checks. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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		

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				of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: My dad is very handy with repairing tools! My mum drops me off at school in the mornings. Mehmet and his father both love fishing. Like father, like son! Target Phonological Sounds in Use: Consonants: q, r Consonant: q: (/kju /, / k/); r: (/ (Br), silent /r/ (Br), /a /(AmE), / / (AmE), silent /r/ (Br)); *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
29	26–30 Nisan	14	Theme 12: Famıly Lıfe & Home	Sub-themes: “Family members’ abilities and skills; hobbies of family members, different lifestyles of families in different houses”. Target Vocabulary in Use (with revisional vocabulary) Vocabulary for family members’ abilities and skills: Verbs: To act, to babysit, to barbecue, to build, to catch, to climb, to code, to communicate, to cycle, to create, to decide, to develop, to design, to describe, to explain, to film, to fish, to fly, to grill, to improve, to jump, to manage (time), to match, to organise, to perform, to peel, to programme, to run, to sail, to skateboard, to solve, to surf.	**ENG.5.12.L1** Students can get ready for the listening/watching-comprehension process for the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” carefully. **ENG.5.12.L2** Students can bring information about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” together through significant details and main components while listening (to)/watching it. **ENG.5.12.L3** Students can make meaning of/derive meaning from the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” through significant details by listening (to)/watching it carefully. **ENG.5.12.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” **ENG.5.12.P1** Students can select and use the target phonological elements of the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.12.R1** Students can get ready for the reading-comprehension process about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses”. **ENG.5.12.R2** Students can bring information about the current content on “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.12.R3** Students can make meaning of / derive meaning from the current content about “family life and home with family members’ abilities and skills; hobbies of family members; different lifestyles of families in different houses” by reading it carefully.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a short story about their family and home. They will begin by introducing their family members and describing their special abilities or skills, such as cooking, drawing, or playing sports. Next, students will describe their family’s favourite hobbies, including activities they enjoy doing together, like watching movies, listening to music, or playing games. They will also compare their home and lifestyle with a family living in a different type of house, such as a big city apartment or a small countryside home. The story will include a word limit with colourful details, and a drawing of their family doing their favourite hobby. Students will present their work to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 29 April,

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for hobbies of family members (sports, films, music): Verbs: To do barbecue, to go to the beach, to ride a bicycle, to ride a bike, to camp, to collect, to go cycling, to go to a festival, to go out, to go shopping, to play the guitar, to go on a holiday, to join, to be a member, to go to a museum, to paint, to go to the park, to take a photograph, to go on a picnic, to do a quiz, to play a video game. Vocabulary for different lifestyles of families in different houses: Types of houses: Nouns: An attached house, a detached house (a single-family house), a semi-detached house, a duplex, a terraced house (a row house-AmE), a flat (an apartment-AmE), a block, a block of flats (an apartment building-AmE), a villa (a vacation home-AmE), an igloo, a cottage, a bungalow (a ranch house-AmE), a penthouse, a hut, a houseboat, a farmhouse, a treehouse. Types of families: Nouns: An immediate family, an extended family, a foster family. Target Grammatical Structures in Use: -Passive Voice in Future Tenses: - Passive Voice in the "Be Going to Future Tense": (The house is going to be cleaned later today.) -Passive Voice in the Simple Future Tense (Will): (The invitations will be sent tomorrow.) -(Active) The Future	**ENG.5.12.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" in relation to themselves or others, both individually and/or with others. **ENG.5.12.V1** Students can select and use the target vocabulary of the current content about "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.12.G1** Students can select and use the target grammatical elements of the current content about "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.12.W1** Students can get ready for the writing-expression process about the current content on "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses". **ENG.5.12.W2** Students can understand the model/example for the writing task about the current content on "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses". **ENG.5.12.W3** Students can organise a content for the assigned writing task on the current content "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" based on the model/example provided. **ENG.5.12.W4** Students can individually construct/form content for the assigned writing task on the current content "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses". **ENG.5.12.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" to communicate with other people. **ENG.5.12.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" in relation to themselves or others, both individually and/or with others. **ENG.5.12.S1** Students can get ready for speaking-expression process about the current content on "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" **ENG.5.12.S2** Students can use the model/example for producing verbal content about the current content on "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" **ENG.5.12.S3** Students can organise a new verbal content on "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" by speaking accurately, efficiently, and authentically. **ENG.5.12.S4** Students can construct a new verbal content on "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" by speaking accurately, efficiently, and authentically. **ENG.5.12.S5** Students can reorganise (reconstruct) and use information about the "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" to communicate with other people. **ENG.5.12.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "family life and home with family members' abilities and skills; hobbies of family members; different lifestyles of families in different houses" to communicate with other people in relation to themselves or others, both individually and/or with others.	Kût'ül Amâre Victory 1 May, Labour Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Progressive Tense: (This time next month, we will be camping in the mountains.) -(Active) The Future Perfect Tense: (I will have read all the books in my collection by next weekend.) -(Active) The Future Perfect Progressive Tense: (By next weekend, I will have been reading all the books in my collection.) -Question Tags with Future Tenses (Passive): (The project will be completed by the team by next Friday, won't it?) - "Will" for Sudden Decisions: (What would you like to drink? Orange juice or apple juice? Err, I think I'll take orange juice. Thank you.) - "Could" (Probability and Ability): (I could clean the house before our guests arrive but I need some help. I could take photos when I was a child.) Background Grammatical Structures in Use: -The Simple Future Tense (Will): (We will clean the house tomorrow before the guests arrive.) -"Be going to" Future Tense: (We are going to move to our new house next week.) -Question Tags with Future Tenses: (They will complete the project by next Friday, won't they?) Functions of the Grammatical Structures in Use: -Use of Passive Voice in Future Tenses: Emphasising a future action and its results		

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				rather than the doer. -Use of the Future Progressive Tense: Describing actions that will be in progress at a specific time in the future. -Use of the Future Perfect Tense: Describing an action which will be completed before a specific time in the future. -Use of the Future Perfect Progressive Tense: Describing actions that will have been ongoing for a period of time up to a point in the future. -Use of “Will” for Sudden Decisions: Expressing actions or decisions made spontaneously. -Use of “Could” (Probability): Expressing polite suggestions and possibilities (in the present/future). Functions of the Background Grammatical Structures: -Use of the “Be going to Future” Tense: Talking about plans or intentions for the future. -Use of the Simple Future Tense (Will): Expressing future facts, predictions, or promises. -Use of “Question Tags” with Future Tenses: Confirming future actions or making polite checks. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They		

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				are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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		

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				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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: My dad is very handy with repairing tools! My mum drops me off at school in the mornings. Mehmet and his father both love fishing. Like father, like son! Target Phonological Sounds in Use: Consonants: q, r Consonant: q: (/kju /, / k/); r: (/ (Br), silent /r/ (Br), /a /(AmE), / / (AmE), silent /r/ (Br)); *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
30	3–7 Mayıs	14	Theme 13: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	Sub-themes: "Cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for cultural	**ENG.5.13.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" carefully. **ENG.5.13.L2** Students can bring information about the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" together through significant details and main components while listening (to)/watching it. **ENG.5.13.L3** Students can make meaning of/derive meaning from the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" through significant details by listening (to)/watching it carefully. **ENG.5.13.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a brochure exemplifying the best parts of their neighbourhood and city. First, they will choose some cultural and historical places and include important information and facts about each one. They will also give information about the transportation options to arrive in these places. After creating the brochures, they will share the

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				and historical places in the neighbourhood and the city: Verbs: to admire, to gather, to locate. Nouns: A fountain, a statue, a palace, a tower, an attraction, a collection, a custom, a highlight, an identity, a landmark, a booking (reservation-AmE), a theatre (theater-AmE), a cinema (movie theater-AmE). Adjectives: Historic, historical, ancient, local, traditional, peaceful, cultural, old-fashioned, romantic, worth, tiny. Vocabulary for festivals and events in the neighbourhood and the city: Vocabulary for food events and festivals: Nouns: A cuisine, traditional (food), street food, an international/ local dish, a feast. Vocabulary for food items: Nouns: Ingredients, corn (sweetcorn-AmE), seafood, salmon, beef, tuna, a pineapple, a coconut, a courgette (zucchini-AmE). Vocabulary for international dishes: Turkish pizza, couscous, barbeque (barbecue-AmE), a stew, a curry. Adjectives: Spicy, hot, sour, savoury (savory-AmE), juicy, creamy, frozen, folk, cheerful, continuous, sharp. Verbs: to entertain, to announce, to pour, to freeze. Nouns: An advert (ad,-AmE), an announcement, a celebration, a ceremony, a pot, a mixture, a pan, an organiser (organizer-AmE), flour, a container,	whole listening/watching-comprehension process in relation to the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. **ENG.5.13.P1** Students can select and use the target phonological elements of the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.13.R1** Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. **ENG.5.13.R2** Students can bring information about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.13.R3** Students can make meaning of / derive meaning from the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” by reading it carefully. **ENG.5.13.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others. **ENG.5.13.V1** Students can select and use the target vocabulary of the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.13.G1** Students can select and use the target grammatical elements of the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.13.W1** Students can get ready for the writing-expression process about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. **ENG.5.13.W2** Students can understand the model/example for the writing task about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. **ENG.5.13.W3** Students can organise a content for the assigned writing task on the current content “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” based on the model/ example provided. **ENG.5.13.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. **ENG.5.13.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” to communicate with other people. **ENG.5.13.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others.	brochures with their classmates and make presentations. The brochures will include simple drawings or photos. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				a discount, leftover. Vocabulary for transportation: Nouns: A public transport (public transportation-AmE), the tube (Br-only), underground trains (subway-AmE), a ferry, an aeroplane (air) plane-AmE), an e-scooter, backpacking, a charter, a vehicle. Places: a parking space, a railway (railroad-AmE). Verbs: To check in, to check out, to deliver, to hitchhike, to land, to take off, to translate, to transport, to direct, to fasten. Travelling: Nouns: Accommodation, an application, an airline, luggage (baggage-AmE), a boarding pass, a brochure, a departure, a destination, a direction, an exchange, a rate, a gate, a journey, a trip, a pass, an embassy, roundabout, service, signpost, (road sign-AmE). Adjectives: Arrival, duty-free, on board, affordable, worldwide. Target Grammatical Structures in Use: -Conditional 2: (If I had more time, I would visit many attractions in the city.) -If only: (If only people could travel to distant places, they would know more about other cultures.) -Wish (was/were): (I wish there were more attractions to visit in this city). -Verbs Followed by Infinitives (want, hope, need, plan, expect, promise, decide, offer, refuse, try, forget, learn, would love, would like	**ENG.5.13.S1** Students can get ready for speaking-expression process about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. **ENG.5.13.S2** Students can use the model/example for producing verbal content about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. **ENG.5.13.S3** Students can organise a new verbal content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” by speaking accurately, efficiently, and authentically. **ENG.5.13.S4** Students can construct a new verbal content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” by speaking accurately, efficiently, and authentically. **ENG.5.13.S5** Students can reorganise (reconstruct) and use information about the “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” to communicate with other people. **ENG.5.13.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” to communicate with other people in relation to themselves or others, both individually and/or with others.	

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				etc.): (They need to protect the historical statue from damage.) - Verbs Followed by Gerunds (enjoy, mind, finish, suggest etc.): (I really enjoy exploring historical castles during my travels.) - “Shall” (Suggestions): (Shall we visit the historical tower after lunch?) Background Grammatical Structures: -Conditional Zero: (If tourists visit the museum, they discover the history of the city.) -Conditional 1: (If we attend the food fair, we will try some delicious street food.) Functions of the Target Grammatical Structures in Use: -Use of Conditional 2: Describing hypothetical or unreal situations and their possible outcomes. -Use of “If only”: Expressing regret or a strong wish for a present or past situation -Use of “Wish” (was/were): Expressing desires, regrets, or hypothetical situations contrary to the current reality. -Use of Verbs Followed by Infinitives (want, hope, need, plan, expect, promise, decide, offer, refuse, try, forget, learn, would like etc.): Expressing intention, preference or necessity. -Use of Verbs Followed by Gerunds (enjoy, mind, finish, suggest etc.): Expressing activities or preferences. -Use of “Shall” (suggestions): Making suggestions in a		

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				polite or formal way. Functions of the Background Grammatical Structures in Use: -Use of Conditional Zero: Describing general truths, facts, or habitual actions that are always true if certain conditions are fulfilled. -Use of Conditional 1: Describing possible or likely outcomes in the future based on a condition being fulfilled. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of		

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				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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: This house is a hidden gem! This street is the backbone of our city! This neighbourhood always buzzes with activity! Target Phonological Sounds in Use:		

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				Consonants: s, t Consonants: (/s/, /ˈ s/, /z/, silent /s/); t: (/tiˈ /, /t/, silent /t/); v: (/viˈ /, /v/)		
31	10–14 Mayıs	14	Theme 13: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	Sub-themes: “Cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for cultural and historical places in the neighbourhood and the city: Verbs: to admire, to gather, to locate. Nouns: A fountain, a statue, a palace, a tower, an attraction, a collection, a custom, a highlight, an identity, a landmark, a booking (reservation-AmE), a theatre (theater-AmE), a cinema (movie theater-AmE). Adjectives: Historic, historical, ancient, local, traditional, peaceful, cultural, old-fashioned, romantic, worth, tiny. Vocabulary for festivals and events in the neighbourhood and the city: Vocabulary for food events and festivals: Nouns: A cuisine, traditional (food), street food, an international/ local dish, a feast. Vocabulary for food items: Nouns: Ingredients, corn (sweetcorn-AmE), seafood, salmon, beef, tuna, a pineapple, a coconut, a courgette (zucchini-AmE). Vocabulary for	**ENG.5.13.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” carefully. **ENG.5.13.L2** Students can bring information about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” together through significant details and main components while listening (to)/watching it. **ENG.5.13.L3** Students can make meaning of/derive meaning from the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” through significant details by listening (to)/watching it carefully. **ENG.5.13.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. **ENG.5.13.P1** Students can select and use the target phonological elements of the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.13.R1** Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. **ENG.5.13.R2** Students can bring information about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.13.R3** Students can make meaning of / derive meaning from the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” by reading it carefully. **ENG.5.13.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others. **ENG.5.13.V1** Students can select and use the target vocabulary of the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.13.G1** Students can select and use the target grammatical elements of the current content about “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.13.W1** Students can get ready for the writing-expression process about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city”. **ENG.5.13.W2** Students can understand the model/example for the writing task about the current content on “life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a brochure exemplifying the best parts of their neighbourhood and city. First, they will choose some cultural and historical places and include important information and facts about each one. They will also give information about the transportation options to arrive in these places. After creating the brochures, they will share the brochures with their classmates and make presentations. The brochures will include simple drawings or photos. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				international dishes: Turkish pizza, couscous, barbeque (barbecue-AmE), a stew, a curry. Adjectives: Spicy, hot, sour, savoury (savory-AmE), juicy, creamy, frozen, folk, cheerful, continuous, sharp. Verbs: to entertain, to announce, to pour, to freeze. Nouns: An advert (ad,-AmE), an announcement, a celebration, a ceremony, a pot, a mixture, a pan, an organiser (organizer-AmE), flour, a container, a discount, leftover. Vocabulary for transportation: Nouns: A public transport (public transportation-AmE), the tube (Br-only), underground trains (subway-AmE), a ferry, an aeroplane (air) plane-AmE), an e-scooter, backpacking, a charter, a vehicle. Places: a parking space, a railway (railroad-AmE). Verbs: To check in, to check out, to deliver, to hitchhike, to land, to take off, to translate, to transport, to direct, to fasten. Travelling: Nouns: Accommodation, an application, an airline, luggage (baggage-AmE), a boarding pass, a brochure, a departure, a destination, a direction, an exchange, a rate, a gate, a journey, a trip, a pass, an embassy, roundabout, service, signpost, (road sign-AmE). Adjectives: Arrival, duty-free, on board, affordable, worldwide. Target Grammatical Structures in Use: -Conditional 2: (If I had	and events in the neighbourhood and the city; transportation in the neighbourhood and the city". **ENG.5.13.W3** Students can organise a content for the assigned writing task on the current content "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" based on the model/ example provided. **ENG.5.13.W4** Students can individually construct/form content for the assigned writing task on the current content "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city". **ENG.5.13.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" to communicate with other people. **ENG.5.13.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" in relation to themselves or others, both individually and/or with others. **ENG.5.13.S1** Students can get ready for speaking-expression process about the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city". **ENG.5.13.S2** Students can use the model/example for producing verbal content about the current content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city". **ENG.5.13.S3** Students can organise a new verbal content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. **ENG.5.13.S4** Students can construct a new verbal content on "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. **ENG.5.13.S5** Students can reorganise (reconstruct) and use information about the "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" to communicate with other people. **ENG.5.13.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city" to communicate with other people in relation to themselves or others, both individually and/or with others.	

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				more time, I would visit many attractions in the city.) -If only: (If only people could travel to distant places, they would know more about other cultures.) -Wish (was/were): (I wish there were more attractions to visit in this city). -Verbs Followed by Infinitives (want, hope, need, plan, expect, promise, decide, offer, refuse, try, forget, learn, would love, would like etc.): (They need to protect the historical statue from damage.) - Verbs Followed by Gerunds (enjoy, mind, finish, suggest etc.): (I really enjoy exploring historical castles during my travels.) - “Shall” (Suggestions): (Shall we visit the historical tower after lunch?) Background Grammatical Structures: -Conditional Zero: (If tourists visit the museum, they discover the history of the city.) -Conditional 1: (If we attend the food fair, we will try some delicious street food.) Functions of the Target Grammatical Structures in Use: -Use of Conditional 2: Describing hypothetical or unreal situations and their possible outcomes. -Use of “If only”: Expressing regret or a strong wish for a present or past situation -Use of “Wish” (was/were): Expressing desires, regrets, or hypothetical situations		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				contrary to the current reality. -Use of Verbs Followed by Infinitives (want, hope, need, plan, expect, promise, decide, offer, refuse, try, forget, learn, would like etc.): Expressing intention, preference or necessity. -Use of Verbs Followed by Gerunds (enjoy, mind, finish, suggest etc.): Expressing activities or preferences. -Use of "Shall" (suggestions): Making suggestions in a polite or formal way. Functions of the Background Grammatical Structures in Use: -Use of Conditional Zero: Describing general truths, facts, or habitual actions that are always true if certain conditions are fulfilled. -Use of Conditional 1: Describing possible or likely outcomes in the future based on a condition being fulfilled. *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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’		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: This house is a hidden gem! This street is the backbone of our city! This neighbourhood always buzzes with activity! Target Phonological Sounds in Use: Consonants: s, t Consonants: (/s/, /ˈ s/, /z/, silent /s/); t: (/tiː /, /ɾ/, silent /t/); v: (/viː /, /ʋ/)		
32	17–21 Mayıs	14	Theme 14: Lıfe In The World & Culture	Sub-themes: “Capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for capitals of countries: Ankara (Türkiye), London (UK-United Kingdom), Paris (France), Berlin (Germany), Rome (Italy), Madrid (Spain), Dublin (Ireland), Beijing (China), Tokyo (Japan), New Delhi (India), Washington D.C. (United States), Baku (Azerbaijan), Tashkent (Uzbekistan), Ashgabat (Turkmenistan), Astana (Kazakhstan), Lefkoşa (Nicosia) (Turkish Republic of Northern Cyprus). Nouns: A border, a flag, location, a nation, a prince, a princess. Verbs: To consist (of), to place,	**ENG.5.14.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” carefully. **ENG.5.14.L2** Students can bring information about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” together through significant details and main components while listening (to)/watching it. **ENG.5.14.L3** Students can make meaning of/derive meaning from the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” through significant details by listening (to)/watching it carefully. **ENG.5.14.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.P1** Students can select and use the target phonological elements of the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.14.R1** Students can get ready for the reading-comprehension process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.R2** Students can bring information about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.14.R3** Students can make meaning of / derive meaning from the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” by reading it carefully. **ENG.5.14.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” in relation to themselves or others, both individually and/or with others.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will explore culture and life in different parts of the world including Türkiye at first. They should choose a country and research its capital city by highlighting famous landmarksand/or historical places that make it unique. Then, they will focus on the sports culture and the famous sports events of the country held there. The questions to cover: “What role does fair play and sportsmanship have in their traditions?”. They can organise a travel journal and/or presentation featuring the landmarks, cultural highlights and its connection to sports in the capital. They can include drawings, photos, and pictures. They will then share their projects with the whole class to inspire everyone to perceive and appreciate the diversity and values of global cultures. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 19 May, The Commemoration of Atatürk, Youth and Sports Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				to state, to locate. Adjectives: Eastern, western, northern, southern, political, powerful, royal, private. Vocabulary for landmarks and famous places: Nouns: A Collection, an exhibition, a sculpture, a statue, scenery, a set, a stage, a hub. Adjectives: Calm, fantastic, impressive, modern, old-fashioned, original, typical, strange, outdoors, indoors, luxury, outdoor, private, central, familiar, unique. Nouns: A neighbourhood, architecture, a population, a skyscraper, city centre, a town hall, a location, a court, a hostel, a shopping centre (a shopping mall-AmE.), a stadium, a queue. Verbs: To attract, to face, to decorate, to represent. Vocabulary for sport events in various parts of the world and sports culture (fair play) Verbs: To take part, to coach, to join in, to cheat, to throw, to compete, to practice, to hit, to rest. Nouns: An athlete, a captain, a court, a cricketer, a goalkeeper, golf, a golfer, qualification, rugby, athletics, a champion, a championship, a climber, a competitor, a contest, a cyclist, an event, an extreme sport, a gold medal, a leader, a long jump, the Olympic Games, a racehorse, a race, a record holder, a rider, silver medal, a track, a trainer, training, a water jump, a diver, a diving board, a sail, a sailor, a surfer, surfing,	**ENG.5.14.V1** Students can select and use the target vocabulary of the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.14.G1** Students can select and use the target grammatical elements of the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.14.W1** Students can get ready for the writing-expression process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.W2** Students can understand the model/example for the writing task about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.W3** Students can organise a content for the assigned writing task on the current content “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” based on the model/example provided. **ENG.5.14.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” to communicate with other people. **ENG.5.14.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” in relation to themselves or others, both individually and/or with others. **ENG.5.14.S1** Students can get ready for speaking-expression process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.S2** Students can use the model/example for producing verbal content about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.S3** Students can organise a new verbal content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” by speaking accurately, efficiently, and authentically. **ENG.5.14.S4** Students can construct a new verbal content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” by speaking accurately, efficiently, and authentically. **ENG.5.14.S5** Students can reorganise (reconstruct) and use information about the “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” to communicate with other people. **ENG.5.14.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				boxing, sports facilities, a locker room/a changing room, an instructor, a point. Adjectives: Winning, competitive, athletic, Olympic. Target Grammatical Structures in Use: -Reported Speech of the Present Tenses: (The guide said that the population of Tokyo is one of the largest in the world). -Reported Speech of the Future tenses: (The organiser stated that the championship match would take place in the new stadium). -Ought to/need/must/ needn't/needed (in the past)/mustn't (obligation): (Visitors must take a guided tour to see the architecture of the Eiffel Tower in Paris. Last year, the cricketer needed extra coaching to improve his techniques). Background Grammatical Structures in Use: Present Tenses: The Simple Present Tense, The Present Progressive Tense, The Present Perfect Tense. Future Tenses: The Simple Future Tense, "Be Going to" Future Tense, The Future Progressive Tense, The Future Perfect Progressive Tense. Functions of the Grammatical Structures in Use: -Use of ought to/need/ must/needn't/needed (in the past)/mustn't (obligation): Use of expressing obligation, necessity, or prohibition.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Reported Speech of the Present Tenses: Reporting current actions, states, or truths in indirect speech. -Use of Reported Speech of the Future Tenses: Reporting future intentions, plans, or predictions in indirect speech. Functions of the Background Grammatical Structures: Present Tenses: Describing present events, happenings, and situations. Future Tenses: Describing future events, happenings, and situations. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *National and Religious Days, Festivals, and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: Play by the rules, then the game will be fair! It’s not cricket!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Keep your eye on the ball during the match! Let's pop round to this museum later! Target Phonological Sounds in Use: Vowel: u Consonant: v Vowel: u: (/juː /, /ʊ /, /juː /, silent /u/) Consonant: v: v: (/viː /, /v/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
33	24–28 Mayıs	14	Theme 14: Lıfe In The World & Culture	Sub-themes: "Capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for capitals of countries: Ankara (Türkiye), London (UK-United Kingdom), Paris (France), Berlin (Germany), Rome (Italy), Madrid (Spain), Dublin (Ireland), Beijing (China), Tokyo (Japan), New Delhi (India), Washington D.C. (United States), Baku (Azerbaijan), Tashkent (Uzbekistan), Ashgabat (Turkmenistan), Astana (Kazakhstan), Lefkoşa (Nicosia) (Turkish Republic of Northern Cyprus). Nouns: A border, a flag, location, a nation, a prince, a princess. Verbs: To consist (of), to place, to state, to locate. Adjectives: Eastern, western, northern, southern, political,	**ENG.5.14.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" carefully. **ENG.5.14.L2** Students can bring information about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" together through significant details and main components while listening (to)/watching it. **ENG.5.14.L3** Students can make meaning of/derive meaning from the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" through significant details by listening (to)/watching it carefully. **ENG.5.14.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)". **ENG.5.14.P1** Students can select and use the target phonological elements of the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.14.R1** Students can get ready for the reading-comprehension process about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)". **ENG.5.14.R2** Students can bring information about the current content on "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.14.R3** Students can make meaning of / derive meaning from the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" by reading it carefully. **ENG.5.14.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" in relation to themselves or others, both individually and/or with others. **ENG.5.14.V1** Students can select and use the target vocabulary of the current content about "life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will explore culture and life in different parts of the world including Türkiye at first. They should choose a country and research its capital city by highlighting famous landmarksand/or historical places that make it unique. Then, they will focus on the sports culture and the famous sports events of the country held there. The questions to cover: "What role does fair play and sportsmanship have in their traditions?". They can organise a travel journal and/or presentation featuring the landmarks, cultural highlights and its connection to sports in the capital. They can include drawings, photos, and pictures. They will then share their projects with the whole class to inspire everyone to perceive and appreciate the diversity and values of global cultures. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 29 May, Conquest of İstanbul

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				powerful, royal, private. Vocabulary for landmarks and famous places: Nouns: A Collection, an exhibition, a sculpture, a statue, scenery, a set, a stage, a hub. Adjectives: Calm, fantastic, impressive, modern, old-fashioned, original, typical, strange, outdoors, indoors, luxury, outdoor, private, central, familiar, unique. Nouns: A neighbourhood, architecture, a population, a skyscraper, city centre, a town hall, a location, a court, a hostel, a shopping centre (a shopping mall-AmE.), a stadium, a queue. Verbs: To attract, to face, to decorate, to represent. Vocabulary for sport events in various parts of the world and sports culture (fair play) Verbs: To take part, to coach, to join in, to cheat, to throw, to compete, to practice, to hit, to rest. Nouns: An athlete, a captain, a court, a cricketer, a goalkeeper, golf, a golfer, qualification, rugby, athletics, a champion, a championship, a climber, a competitor, a contest, a cyclist, an event, an extreme sport, a gold medal, a leader, a long jump, the Olympic Games, a racehorse, a race, a record holder, a rider, silver medal, a track, a trainer, training, a water jump, a diver, a diving board, a sail, a sailor, a surfer, surfing, boxing, sports facilities, a locker room/a changing room, an instructor, a point.	**ENG.5.14.G1** Students can select and use the target grammatical elements of the current content about “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.14.W1** Students can get ready for the writing-expression process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.W2** Students can understand the model/example for the writing task about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.W3** Students can organise a content for the assigned writing task on the current content “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” based on the model/example provided. **ENG.5.14.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” to communicate with other people. **ENG.5.14.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” in relation to themselves or others, both individually and/or with others. **ENG.5.14.S1** Students can get ready for speaking-expression process about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.S2** Students can use the model/example for producing verbal content about the current content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)”. **ENG.5.14.S3** Students can organise a new verbal content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” by speaking accurately, efficiently, and authentically. **ENG.5.14.S4** Students can construct a new verbal content on “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” by speaking accurately, efficiently, and authentically. **ENG.5.14.S5** Students can reorganise (reconstruct) and use information about the “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” to communicate with other people. **ENG.5.14.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world and culture with capitals of countries; landmarks and famous places in capitals and cities; sport events in various parts of the world and sports culture (fair play)” to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Adjectives: Winning, competitive, athletic, Olympic. Target Grammatical Structures in Use: -Reported Speech of the Present Tenses: (The guide said that the population of Tokyo is one of the largest in the world). -Reported Speech of the Future tenses: (The organiser stated that the championship match would take place in the new stadium). -Ought to/need/must/ needn't/needed (in the past)/mustn't (obligation): (Visitors must take a guided tour to see the architecture of the Eiffel Tower in Paris. Last year, the cricketer needed extra coaching to improve his techniques). Background Grammatical Structures in Use: Present Tenses: The Simple Present Tense, The Present Progressive Tense, The Present Perfect Tense. Future Tenses: The Simple Future Tense, "Be Going to" Future Tense, The Future Progressive Tense, The Future Perfect Progressive Tense. Functions of the Grammatical Structures in Use: -Use of ought to/need/ must/needn't/needed (in the past)/mustn't (obligation): Use of expressing obligation, necessity, or prohibition. -Use of Reported Speech of the Present Tenses: Reporting current actions, states, or truths		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in indirect speech. -Use of Reported Speech of the Future Tenses: Reporting future intentions, plans, or predictions in indirect speech. Functions of the Background Grammatical Structures: Present Tenses: Describing present events, happenings, and situations. Future Tenses: Describing future events, happenings, and situations. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: Play by the rules, then the game will be fair! It's not cricket! Keep your eye on the ball during the match! Let's pop round to this museum later!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Phonological Sounds in Use: Vowel: u Consonant: v Vowel: u: (/juː /, /ʊ /, /juʊ /, silent /u/) Consonant: v: v: (/viː /, /v/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
34	31 Mayıs – 4 Haziran	14	Theme 15: Lıfe In Nature	Sub-themes: “Natural resources; animals in nature and their habitats; protecting natural resources and animals”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural resources: Nouns: Renewable resources, non-renewable resources, wind energy, geothermal energy, coal, oil, petrol (gas,AmE), natural gas, a forest, a rainforest, a jungle, an island, farmland, sunshine, sand, oceans, freshwater, groundwater, nature, wood, a waterfall, a valley, (the) environment, recycling. Vocabulary for global problems related to natural resources: Nouns: Deforestation, pollution (air, water, soil), global warming, climate change, landslide, flood, overfishing, loss of biodiversity, energy crisis, overpopulation, urbanisation (urbanization-AmE), rubbish (trash-AmE), litter, industrialisation (industrialization-AmE), environmental problems. Vocabulary for animals	**ENG.5.15.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” carefully. **ENG.5.15.L2** Students can bring information about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” together through significant details and main components while listening (to)/watching it. **ENG.5.15.L3** Students can make meaning of/derive meaning from the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” through significant details by listening (to)/watching it carefully. **ENG.5.15.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”. **ENG.5.15.P1** Students can select and use the target phonological elements of the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others. **ENG.5.15.R1** Students can get ready for the reading-comprehension process about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”. **ENG.5.15.R2** Students can bring information about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.15.R3** Students can make meaning of / derive meaning from the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” by reading it carefully. **ENG.5.15.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” in relation to themselves or others, both individually and/or with others. **ENG.5.15.V1** Students can select and use the target vocabulary of the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.15.G1** Students can select and use the target grammatical elements of the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.15.W1** Students can get ready for the writing-expression process about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”. **ENG.5.15.W2** Students can understand the model/example for the writing task about the current content on “life in	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project to show what they have learned about nature, animals, and protecting the environment. They will make a poster, booklet, or short video with three parts. In the first part, they will talk about natural resources like water, air, and soil. In the second part, they will show animals in nature and their homes with pictures or drawings. In the last part, they will share ways to protect natural resources and animals such as recycling or planting trees. They can use drawings, photos, short descriptions, and simple charts. They will present their work to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in nature and their habitats: Vocabulary for endangered animals: Nouns: A polar bear, a sea turtle, an Asian elephant, a tiger, a whale, a great white shark, a penguin, a panda, a dolphin, a chimpanzee, a cheetah. Vocabulary for their habitats: Nouns: Grasslands, woodlands, jungles, coral reefs, wetlands. Vocabulary for protecting natural resources: Verbs: To recycle, to use energy, to protect wildlife, to reduce consumption, to raise awareness, to reuse, to take care of, to cut down on, to avoid, to limit, to survive, to lessen, to hunt, to hide, to donate, to produce, to prevent. Adjectives: Endangered. Other related vocabulary: Nouns: A disease, a food source, wildlife, volunteering, overhunting, overfishing, sea pollution, air pollution, safety, population. Target Grammatical Structures in Use: -Reported Speech of Past Tenses: (The researcher explained that the whale had survived despite the sea pollution.) -The Past Perfect Tense: (The team had finished their survey on air pollution before the flood occurred.) -The Past Perfect Progressive Tense: (The farmers had been cutting down trees which led to deforestation	nature with natural resources; animals in nature and their habitats; protecting natural resources and animals". **ENG.5.15.W3** Students can organise a content for the assigned writing task on the current content "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" based on the model/example provided. **ENG.5.15.W4** Students can individually construct/form content for the assigned writing task on the current content "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals". **ENG.5.15.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" to communicate with other people. **ENG.5.15.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" in relation to themselves or others, both individually and/or with others. **ENG.5.15.S1** Students can get ready for speaking-expression process about the current content on "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals". **ENG.5.15.S2** Students can use the model/example for producing verbal content about the current content on "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals". **ENG.5.15.S3** Students can organise a new verbal content on "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" by speaking accurately, efficiently, and authentically. **ENG.5.15.S4** Students can construct a new verbal content on "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" by speaking accurately, efficiently, and authentically. **ENG.5.15.S5** Students can reorganise (reconstruct) and use information about the "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" to communicate with other people. **ENG.5.15.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				when they became aware of that.) -Quantifiers (much, many, a lot of, very, none, no, few, a few, little, a little, all, both, enough, too, such, such a, either, neither): (A lot of rainforest trees have been cut down.) -Countable or Uncountable Nouns (some, any, no, none): (Do you have any information about global warming?) -Broader Range of Intensifiers (too, enough, all, both, so): (There are too many problems about air and water protection.) Background Grammatical Structures in Use: -Past Tenses: The Simple Past Tense, The Past Progressive Tense. Functions of the Grammatical Structures in Use: -Use of Reported Speech of the Past Tenses: Reporting past actions, states, or truths in indirect speech. -Use of the Past Perfect Tense: Describing actions or events that were completed before another point in the past. -Use of the Past Perfect Progressive Tense: Expressing an ongoing action in the past that continued until a specific point or was interrupted by another past action. -Use of Quantifiers (much, many, a lot of, very, none, no, few, a few, little, a little, all, both, enough, too, such, such a, either, neither): Expressing quantity or amount.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Countable or Uncountable Nouns (some, any, no, none, no one): Expressing quantities and amounts, distinguishing between items that can be counted (countable nouns) and those that cannot (uncountable nouns). -Use of Broader Range of Intensifier such as too, enough, all, both, so: Expressing degree, quantity or emphasis. Functions of the Background Grammatical Structures: -Use of Past Tenses: Describing events, happenings and situations in the past at a specific time or were ongoing. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				language. *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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Please don’t waste a drop (of water)! Use less paper now and save it for a rainy day! The deer feel free as birds in the forest! Don’t harm nature! Target Phonological Sounds in Use: Consonants.: w, x Consonants: w: (/w/), silent /w/); x: (/ ks/, / ks/, /gz/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
35	7–11 Haziran	14	Theme 15: Lıfe In Nature	Sub-themes: “Natural resources; animals in nature and their habitats; protecting natural resources and animals”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural resources: Nouns: Renewable resources, non-renewable resources, wind energy, geothermal energy, coal, oil, petrol (gas,AmE), natural gas, a forest, a rainforest, a jungle, an island, farmland, sunshine, sand, oceans, freshwater, groundwater, nature, wood, a waterfall, a valley, (the) environment, recycling. Vocabulary for global problems related to natural resources: Nouns: Deforestation, pollution (air, water, soil), global warming, climate change, landslide, flood, overfishing, loss of biodiversity, energy crisis, overpopulation, urbanisation	**ENG.5.15.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” carefully. **ENG.5.15.L2** Students can bring information about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” together through significant details and main components while listening (to)/watching it. **ENG.5.15.L3** Students can make meaning of/derive meaning from the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” through significant details by listening (to)/watching it carefully. **ENG.5.15.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”. **ENG.5.15.P1** Students can select and use the target phonological elements of the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others. **ENG.5.15.R1** Students can get ready for the reading-comprehension process about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”. **ENG.5.15.R2** Students can bring information about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.15.R3** Students can make meaning of / derive meaning from the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” by reading it carefully. **ENG.5.15.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” in relation to themselves or others, both individually and/or with others. **ENG.5.15.V1** Students can select and use the target vocabulary of the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.15.G1** Students can select and use the target grammatical elements of the current content about “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project to show what they have learned about nature, animals, and protecting the environment. They will make a poster, booklet, or short video with three parts. In the first part, they will talk about natural resources like water, air, and soil. In the second part, they will show animals in nature and their homes with pictures or drawings. In the last part, they will share ways to protect natural resources and animals such as recycling or planting trees. They can use drawings, photos, short descriptions, and simple charts. They will present their work to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(urbanization-AmE), rubbish (trash-AmE), litter, industrialisation (industrialization-AmE), environmental problems. Vocabulary for animals in nature and their habitats: Vocabulary for endangered animals: Nouns: A polar bear, a sea turtle, an Asian elephant, a tiger, a whale, a great white shark, a penguin, a panda, a dolphin, a chimpanzee, a cheetah. Vocabulary for their habitats: Nouns: Grasslands, woodlands, jungles, coral reefs, wetlands. Vocabulary for protecting natural resources: Verbs: To recycle, to use energy, to protect wildlife, to reduce consumption, to raise awareness, to reuse, to take care of, to cut down on, to avoid, to limit, to survive, to lessen, to hunt, to hide, to donate, to produce, to prevent. Adjectives: Endangered. Other related vocabulary: Nouns: A disease, a food source, wildlife, volunteering, overhunting, overfishing, sea pollution, air pollution, safety, population. Target Grammatical Structures in Use: -Reported Speech of Past Tenses: (The researcher explained that the whale had survived despite the sea pollution.) -The Past Perfect Tense: (The team had finished their survey on air pollution before the	accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.15.W1** Students can get ready for the writing-expression process about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”. **ENG.5.15.W2** Students can understand the model/example for the writing task about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”. **ENG.5.15.W3** Students can organise a content for the assigned writing task on the current content “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” based on the model/example provided. **ENG.5.15.W4** Students can individually construct/form content for the assigned writing task on the current content “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”. **ENG.5.15.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” to communicate with other people. **ENG.5.15.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” in relation to themselves or others, both individually and/or with others. **ENG.5.15.S1** Students can get ready for speaking-expression process about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”. **ENG.5.15.S2** Students can use the model/example for producing verbal content about the current content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals”. **ENG.5.15.S3** Students can organise a new verbal content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” by speaking accurately, efficiently, and authentically. **ENG.5.15.S4** Students can construct a new verbal content on “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” by speaking accurately, efficiently, and authentically. **ENG.5.15.S5** Students can reorganise (reconstruct) and use information about the “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” to communicate with other people. **ENG.5.15.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature with natural resources; animals in nature and their habitats; protecting natural resources and animals” to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				flood occurred.) -The Past Perfect Progressive Tense: (The farmers had been cutting down trees which led to deforestation when they became aware of that.) -Quantifiers (much, many, a lot of, very, none, no, few, a few, little, a little, all, both, enough, too, such, such a, either, neither): (A lot of rainforest trees have been cut down.) -Countable or Uncountable Nouns (some, any, no, none): (Do you have any information about global warming?) -Broader Range of Intensifiers (too, enough, all, both, so): (There are too many problems about air and water protection.) Background Grammatical Structures in Use: -Past Tenses: The Simple Past Tense, The Past Progressive Tense. Functions of the Grammatical Structures in Use: -Use of Reported Speech of the Past Tenses: Reporting past actions, states, or truths in indirect speech. -Use of the Past Perfect Tense: Describing actions or events that were completed before another point in the past. -Use of the Past Perfect Progressive Tense: Expressing an ongoing action in the past that continued until a specific point or was interrupted by another past action. -Use of Quantifiers (much, many, a lot of,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				very, none, no, few, a few, little, a little, all, both, enough, too, such, such a, either, neither): Expressing quantity or amount. -Use of Countable or Uncountable Nouns (some, any, no, none, no one): Expressing quantities and amounts, distinguishing between items that can be counted (countable nouns) and those that cannot (uncountable nouns). -Use of Broader Range of Intensifier such as too, enough, all, both, so: Expressing degree, quantity or emphasis. Functions of the Background Grammatical Structures: -Use of Past Tenses: Describing events, happenings and situations in the past at a specific time or were ongoing. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. *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 of contents for this		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions in Use: Please don't waste a drop (of water)! Use less paper now and save it for a rainy day! The deer feel free as birds in the forest! Don't harm nature! Target Phonological Sounds in Use: Consonants.: w, x Consonants: w: (/w/), silent /w/); x: (/ ks/, / ks/, /gz/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
36	14–18 Haziran	14	Theme 16: Lıfe In The Unıverse & Future	Sub-themes: "Astronaut life on space stations; space explorations; life in the future". Target Vocabulary in Use (with revisional vocabulary): Vocabulary about Space: Atmosphere, a starship, aerospace, an asteroid, a comet, a space module, a moonwalk, surface, faster-than-light (FTL), a flying saucer, an unidentified flying object (UFO). Verbs: To shine, to launch. Adjectives: Interplanetary, earthbound, crewed-uncrewed (manned, unmanned-AmE). Vocabulary for space exploration: Nouns: An astronaut, space travel, exploration, space mission, telescope, a spacecraft, rocket, spacewalk, discovery, a space suit, a spaceship,	**ENG.5.16.L1** Students can get ready for the listening /watching-comprehension process for the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" carefully. **ENG.5.16.L2** Students can bring information about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" together through significant details and main components while listening (to)/watching it. **ENG.5.16.L3** Students can make meaning of/derive meaning from the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" through significant details by listening (to)/watching it carefully. **ENG.5.16.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" **ENG.5.16.P1** Students can select and use the target phonological elements of the current content about "life in the universe and future with astronaut life on space stations; space explorations; life in the future" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.16.R1** Students can get ready for the reading-comprehension process about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future". **ENG.5.16.R2** Students can bring information about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.16.R3** Students can make meaning of / derive meaning from the current content about "life in the universe and future with astronaut life on space stations; space explorations; life in the future" by reading it carefully. **ENG.5.16.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the universe and future with astronaut life on space stations; space explorations; life in the future" in relation to themselves or others, both individually and/or with others. **ENG.5.16.V1** Students can select and use the target vocabulary of the current content about "life in the universe and	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write and show a short diary/journal called "A Day in the Life of an Astronaut". They will imagine they are astronauts living on a space station in the future. In their diary/journal, students will describe their daily activities, such as floating in zero gravity, eating space food, fixing equipment, and observing planets. They will also tell details about what they see in space, such as stars, planets, or Earth from above. Students will decorate their diary with drawings of space and share them with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a space station, a space capsule, a space tourist, an autopilot, an airlock, a lander, a launcher, a mother ship, a module. Verbs: To capture, to rotate, to revolve, to launch, to take off, to land, to explore, to return to Earth, to exist. Vocabulary for life in the universe: Nouns: Life forms, living things, robots, creatures, space colonies. Adjectives: Rare, mysterious, unknown, smart, weird. Vocabulary for future Lifestyles (robots…): Nouns: Smart homes, wearable technology, telecommuting, virtual reality, digital environment, digital elements. Vocabulary for future technologies and inventions: Nouns: Robotics, 3D printing, drones, self-driving vehicles, solar panels, wireless earbuds, AR glasses, headsets, AI home assistants, artificial intelligence (AI), virtual reality (VR). Verbs: To be equipped with, to predict, to transform, to alert, to influence, to adapt. Target Grammatical Structures in Use: -Conditional 3: (If astronomers hadn't gone to space we would not have learned about it.) -Modals in the Past: (Research on planets may have started years ago.) Background Target Grammatical Structures: -The Past Perfect Tense: (I had bought a new drone to take pictures.) -The Future Perfect	future with astronaut life on space stations; space explorations; life in the future" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.16.G1** Students can select and use the target grammatical elements of the current content about "life in the universe and future with astronaut life on space stations; space explorations; life in the future" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.16.W1** Students can get ready for the writing-expression process about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future". **ENG.5.16.W2** Students can understand the model/example for the writing task about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future". **ENG.5.16.W3** Students can organise a content for the assigned writing task on the current content "life in the universe and future with astronaut life on space stations; space explorations; life in the future" based on the model/example provided. **ENG.5.16.W4** Students can individually construct/form content for the assigned writing task on the current content "life in the universe and future with astronaut life on space stations; space explorations; life in the future". **ENG.5.16.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in the universe and future with astronaut life on space stations; space explorations; life in the future" to communicate with other people. **ENG.5.16.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in the universe and future with astronaut life on space stations; space explorations; life in the future" in relation to themselves or others, both individually and/or with others. **ENG.5.16.S1** Students can get ready for speaking-expression process about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" **ENG.5.16.S2** Students can use the model/example for producing verbal content about the current content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" **ENG.5.16.S3** Students can organise a new verbal content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" by speaking accurately, efficiently, and authentically. **ENG.5.16.S4** Students can construct a new verbal content on "life in the universe and future with astronaut life on space stations; space explorations; life in the future" by speaking accurately, efficiently, and authentically. **ENG.5.16.S5** Students can reorganise (reconstruct) and use information about the "life in the universe and future with astronaut life on space stations; space explorations; life in the future" to communicate with other people. **ENG.5.16.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the universe and future with astronaut life on space stations; space explorations; life in the future" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Tense: (By 2050, scientists will have discovered evidence of life on Mars.) Functions of the Grammatical Structures in Use: -Use of Conditional 3: Talking about hypothetical situations in the past that did not happen. -Use of Modals in the Past: Expressing speculation, possibility, or necessity about past actions. Functions of the Background Grammatical Structures in Use: -Use of Past Perfect Tense: -Use of the Future Perfect Tense: Expressing an action that will be completed before a specific time in the future. *About “Background Grammatical Structures in Use”: The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contibute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				are used. They provide opportunities for learning through revised and scaffolded language. *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 of contents for this section is provided in the introduction to the whole		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				English Language Curriculum. Target Social Language Expressions in Use: She was over the moon with happiness! I was lost in space feeling confused! She was on another planet while the teacher was talking! The sky's the limit for the future of technology! Target Phonological Sounds in Use: Consonants: y, z Consonants: y: (/wa /, /j/, / /, / /)z: /(zed/ (Br), /zi /(AmE), /z/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
37	21–25 Haziran		(Sosyal etkinlik)			

Kaynak: MEB ÇOKLU YABANCI DİL İNGİLİZCE (5-8. SINIF) TASLAK ÇERÇEVE YILLIK PLAN.xlsx (ÇYDEM 5) · https://tymm.meb.gov.tr/assets/file/coklu-yabanci-dil-egitim-modeli-ingilizce-yillik-planlar_20260902_114905_773.zip · Kontrol: 2026-11-21. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.