2026-2027 Eğitim-Öğretim Yılı · İngilizce 5. sınıf · Standart program Çerçeve Yıllık Planı

Haftalık 3 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	3	Orıentatıon			15 July, Democracy and National Unity Day Primary Education Week
2	21–25 Eylül	3	Revısıon			Turkish Language Day
3	28 Eylül – 2 Ekim	3	Revısıon			
4	5–9 Ekim	3	Theme 1: School Lıfe	Sub-Themes: People, places and rules at school; school clubs; countries; national days and celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for people, places and rules at school: Nouns: A department, a gate, a noise, a uniform, a lab, a sports field, a secretary, a coach, an assistant, (no) shouting, a conference hall, a canteen, a library, a notice board, an administration department. Verbs: To fight. Vocabulary for school clubs: Nouns: A drama club, a maths club, a technology club, an environment club, an art club, a music club, a sports club, a chess club, a science club, a film club, a ballet club, a folk dance club. Verbs: To organise, to solve, to arrange. Vocabulary for countries: Türkiye, the United States of America (USA), the United Kingdom (UK) (England, Scotland, Northern Ireland, Wales), Canada, Australia, France, Italy, Spain, Argentina, Brazil,	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a colourful poster about a fictional international school, including people, places, rules, school clubs, and countries. They will describe important school staff such as the headmaster/headmistress or teachers, highlight places such as the library or sports field, and list three key rules such as “Be on time” or “No running in the corridor”. The poster will also include information about two school clubs with simple descriptions of their activities. 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
				China, Japan, Mexico, Russia, South Korea, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan. Target Grammatical Structures in Use: -The Simple Present Tense (do you like + ing): (Do you like reading books in your free time?). -Modals “Mustn’t & Can’t” (prohibition): (You mustn’t run in the classroom). -“To be Present”: (I am a student at this school). -Wh- questions (who, what): (What is your favourite subject in/at school?) -A, an, the: (The Eiffel Tower is in France). -Imperatives: (Please sit down and relax). -Personal pronouns: I, you, he, she, we, you, they (He loves playing video games). Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense (do you like + ing): Asking preferences about activities. -Use of Modals “Mustn’t & Can’t” (prohibition): Expressing obligations or rules. -Use of “To Be Present”: Expressing a state, a condition, an identity or a location. -Use of “a, an, the”: Referring to a specific or non-specific noun. -Use of Personal Pronouns: Indicating who is involved in the action, possession, or	“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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				other relationships in a sentence. -Use of Imperatives: Giving commands. -Use of “Wh- questions (who, what)”: Asking about people, things, actions, time and ideas. *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 in Use: Let's get started! Line up, nice and straight! Follow the rules and play safe! Target Phonological Sounds in Use: -Intonation of positive statements		
5	12–16 Ekim	3	Theme 1: School Lıfe	Sub-Themes: People, places and rules at school; school clubs; countries; national days and celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for people, places and rules at school: Nouns: A department, a gate, a noise, a uniform, a lab, a sports field, a secretary, a coach, an assistant, (no) shouting, a conference hall, a canteen, a library, a notice board, an administration department. Verbs: To fight. Vocabulary for school clubs: Nouns: A drama club, a maths club, a technology club, an environment club, an art club, a music club, a sports club, a chess club, a science club, a film club, a ballet club, a folk dance club. Verbs: To organise, to solve, to arrange. Vocabulary for countries: Türkiye, the United States of America (USA), the United Kingdom (UK) (England,	**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".	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a colourful poster about a fictional international school, including people, places, rules, school clubs, and countries. They will describe important school staff such as the headmaster/headmistress or teachers, highlight places such as the library or sports field, and list three key rules such as "Be on time" or "No running in the corridor". The poster will also include information about two school clubs with simple descriptions of their activities. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				Scotland, Northern Ireland, Wales), Canada, Australia, France, Italy, Spain, Argentina, Brazil, China, Japan, Mexico, Russia, South Korea, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan. Target Grammatical Structures in Use: -The Simple Present Tense (do you like + ing): (Do you like reading books in your free time?). -Modals “Mustn’t & Can’t” (prohibition): (You mustn’t run in the classroom). -“To be Present”: (I am a student at this school). -Wh- questions (who, what): (What is your favourite subject in/at school?) -A, an, the: (The Eiffel Tower is in France). -Imperatives: (Please sit down and relax). -Personal pronouns: I, you, he, she, we, you, they (He loves playing video games). Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense (do you like + ing): Asking preferences about activities. -Use of Modals “Mustn’t & Can’t” (prohibition): Expressing obligations or rules. -Use of “To Be Present”: Expressing a state, a condition, an identity or a location. -Use of “a, an, the”: Referring to a specific or non-specific noun.	**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 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 Personal Pronouns: Indicating who is involved in the action, possession, or other relationships in a sentence. -Use of Imperatives: Giving commands. -Use of “Wh- questions (who, what)”: Asking about people, things, actions, time and ideas. *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		

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6	19–23 Ekim	3	Theme 1: School Lıfe	Sub-Themes: People, places and rules at school; school clubs; countries; national days and celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for people, places and rules at school: Nouns: A department, a gate, a noise, a uniform, a lab, a sports field, a secretary, a coach, an assistant, (no) shouting, a conference hall, a canteen, a library, a notice board, an administration department. Verbs: To fight. Vocabulary for school clubs: Nouns: A drama club, a maths club, a technology club, an environment club, an art club, a music club, a sports club, a chess club, a science club, a film club, a ballet club, a folk dance club. Verbs: To organise, to solve, to arrange. Vocabulary for countries:	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a colourful poster about a fictional international school, including people, places, rules, school clubs, and countries. They will describe important school staff such as the headmaster/headmistress or teachers, highlight places such as the library or sports field, and list three key rules such as "Be on time" or "No running in the corridor". The poster will also include information about two school clubs with simple descriptions of their activities. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				Türkiye, the United States of America (USA), the United Kingdom (UK) (England, Scotland, Northern Ireland, Wales), Canada, Australia, France, Italy, Spain, Argentina, Brazil, China, Japan, Mexico, Russia, South Korea, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan. Target Grammatical Structures in Use: -The Simple Present Tense (do you like + ing): (Do you like reading books in your free time?). -Modals “Mustn’t & Can’t” (prohibition): (You mustn’t run in the classroom). -“To be Present”: (I am a student at this school). -Wh- questions (who, what): (What is your favourite subject in/at school?) -A, an, the: (The Eiffel Tower is in France). -Imperatives: (Please sit down and relax). -Personal pronouns: I, you, he, she, we, you, they (He loves playing video games). Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense (do you like + ing): Asking preferences about activities. -Use of Modals “Mustn’t & Can’t” (prohibition): Expressing obligations or rules. -Use of “To Be Present”: Expressing a state, a condition, an identity or	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 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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				a location. -Use of “a, an, the”: Referring to a specific or non-specific noun. -Use of Personal Pronouns: Indicating who is involved in the action, possession, or other relationships in a sentence. -Use of Imperatives: Giving commands. -Use of “Wh- questions (who, what)”: Asking about people, things, actions, time and ideas. *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 in Use: Let's get started! Line up, nice and straight! Follow the rules and play safe! Target Phonological Sounds in Use: -Intonation of positive statements		
7	26–30 Ekim	3	Theme 1: School Lıfe	Sub-Themes: People, places and rules at school; school clubs; countries; national days and celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for people, places and rules at school: Nouns: A department, a gate, a noise, a uniform, a lab, a sports field, a secretary, a coach, an assistant, (no) shouting, a conference hall, a canteen, a library, a notice board, an administration department. Verbs: To fight. Vocabulary for school clubs: Nouns: A drama club, a maths club, a technology club, an environment club, an art club, a music club, a sports club, a chess club, a science club, a film club, a ballet club, a	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a colourful poster about a fictional international school, including people, places, rules, school clubs, and countries. They will describe important school staff such as the headmaster/headmistress or teachers, highlight places such as the library or sports field, and list three key rules such as "Be on time" or "No running in the corridor". The poster will also include information about two school clubs with simple descriptions of their activities. 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
				folk dance club. Verbs: To organise, to solve, to arrange. Vocabulary for countries: Türkiye, the United States of America (USA), the United Kingdom (UK) (England, Scotland, Northern Ireland, Wales), Canada, Australia, France, Italy, Spain, Argentina, Brazil, China, Japan, Mexico, Russia, South Korea, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan. Target Grammatical Structures in Use: -The Simple Present Tense (do you like + ing): (Do you like reading books in your free time?). -Modals “Mustn’t & Can’t” (prohibition): (You mustn’t run in the classroom). -“To be Present”: (I am a student at this school). -Wh- questions (who, what): (What is your favourite subject in/at school?) -A, an, the: (The Eiffel Tower is in France). -Imperatives: (Please sit down and relax). -Personal pronouns: I, you, he, she, we, you, they (He loves playing video games). Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense (do you like + ing): Asking preferences about activities. -Use of Modals “Mustn’t & Can’t” (prohibition): Expressing obligations	**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 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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				or rules. -Use of “To Be Present”: Expressing a state, a condition, an identity or a location. -Use of “a, an, the”: Referring to a specific or non-specific noun. -Use of Personal Pronouns: Indicating who is involved in the action, possession, or other relationships in a sentence. -Use of Imperatives: Giving commands. -Use of “Wh- questions (who, what)”: Asking about people, things, actions, time and ideas. *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 in Use: Let's get started! Line up, nice and straight! Follow the rules and play safe! Target Phonological Sounds in Use: -Intonation of positive statements		
8	2–6 Kasım	3	Theme 2: Classroom Lıfe	Sub-Themes: Classroom rules and language; school subjects; timetables; classroom objects; days of the week; time Target Vocabulary in Use (with revisional vocabulary): Vocabulary for classroom rules and language: Nouns: Rubbish (trash-garbage-AmE), attention, (no) running. Adjectives: Careful. Verbs: To shout, to smile, to raise a hand, to follow, to borrow, to lend, to tidy (up), to leave, to forget, to bring, to hang (your coat), to hold on. Adverbs: Quietly, loudly, carefully, slowly. Vocabulary for school subjects: Maths, Turkish, Science, Social Studies,	**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-	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: The students will create a dream classroom. First, they will decide the schedule for their classroom, classroom rules, and subjects. Then, they will prepare a poster about these dream classes that include the lesson schedule and classroom rules. The posters may include photos, pictures or drawings. Finally, they will present their dream classes. 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
				Foreign Language, English, Religion and Morals, Art, Music, P.E. (Physical Education), IT (Information Technology), Drama. Vocabulary for timetables: Nouns: A timetable, a day, a week, a weekday, a weekend, morning, afternoon, noon, a break, lunch, double lessons. Verbs: To start, to finish. Vocabulary for classroom objects: Nouns: A rubbish bin (a trash/garbage can - AmE), a (smart)board, a poster, a seat, a bookshelf, a rubber (an eraser-AmE), a dictionary, a board marker, a pencil case, a (school) material, a sheet, a notebook (exercise book-AmE), a desk. Vocabulary for days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Vocabulary for time: Half past, to, past, o'clock, quarter, a minute. Vocabulary for numbers 50-100: From 50 to 100. Target Grammatical Structures in Use: -The Simple Present Tense: (We have got an Art class every Wednesday.) -There is/are: (There is a new student in the class. There are fifty students in my class.) -Object Pronouns: Me, you, him, her, us, you, them (Can you give me your eraser?) -"To Be" for Time (What time is it?): (What time is it? It is half past four.) -Wh questions (What	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** **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
				time..?): (What time does the English class start?) 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 “There is/There are”: Expressing the presence of something or somebody. -Use of Object Pronouns: Replacing nouns that receive the action in a sentence. -Use of “To Be” for time (What time is it?): Telling the time. -Use of “Wh-questions” (What time..?): Asking about time of actions. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Make the grade if you want to join the Sports Club! Don't skip the lesson! (Please don't cut the class!) Give me a hand for this homework! I don't feel all right. I'd love to. Target Phonological Sounds in Use: Intonation of negative statements.		
9	9–13 Kasım	SCHOOL-BASED PLANNING				10 November, Atatürk Memorial Day
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	3	Theme 2: Classroom Lıfe	Sub-Themes: Classroom rules and language; school subjects; timetables; classroom objects; days of the week; time Target Vocabulary in Use	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: The students will create a dream classroom. First, they will decide the schedule for their classroom, classroom rules, and subjects. Then,

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(with revisional vocabulary): Vocabulary for classroom rules and language: Nouns: Rubbish (trash-garbage-AmE), attention, (no) running. Adjectives: Careful. Verbs: To shout, to smile, to raise a hand, to follow, to borrow, to lend, to tidy (up), to leave, to forget, to bring, to hang (your coat), to hold on. Adverbs: Quietly, loudly, carefully, slowly. Vocabulary for school subjects: Maths, Turkish, Science, Social Studies, Foreign Language, English, Religion and Morals, Art, Music, P.E. (Physical Education), IT (Information Technology), Drama. Vocabulary for timetables: Nouns: A timetable, a day, a week, a weekday, a weekend, morning, afternoon, noon, a break, lunch, double lessons. Verbs: To start, to finish. Vocabulary for classroom objects: Nouns: A rubbish bin (a trash/garbage can - AmE), a (smart)board, a poster, a seat, a bookshelf, a rubber (an eraser-AmE), a dictionary, a board marker, a pencil case, a (school) material, a sheet, a notebook (exercise book-AmE), a desk. Vocabulary for days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Vocabulary for time: Half past, to, past, o'clock, quarter, a minute.	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 "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;	they will prepare a poster about these dream classes that include the lesson schedule and classroom rules. The posters may include photos, pictures or drawings. Finally, they will present their dream classes. 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 numbers 50-100: From 50 to 100. Target Grammatical Structures in Use: -The Simple Present Tense: (We have got an Art class every Wednesday.) -There is/are: (There is a new student in the class. There are fifty students in my class.) -Object Pronouns: Me, you, him, her, us, you, them (Can you give me your eraser?) -"To Be" for Time (What time is it?): (What time is it? It is half past four.) -Wh questions (What time..?): (What time does the English class start?) 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 "There is/There are": Expressing the presence of something or somebody. -Use of Object Pronouns: Replacing nouns that receive the action in a sentence. -Use of "To Be" for time (What time is it?): Telling the time. -Use of "Wh-questions" (What time..?): Asking about time of actions. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of	school subjects; timetables; classroom objects; days of the week; time" by speaking accurately, efficiently, and authentically. **ENG.5.2.S4** **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
				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 in Use: Make the grade if you want to join the Sports Club! Don't skip the lesson! (Please don't cut the class!) Give me a hand for this homework! I don't feel all right.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				I'd love to. Target Phonological Sounds in Use: Intonation of negative statements.		
11	30 Kasım – 4 Aralık	3	Theme 2: Classroom Lıfe	Sub-Themes: Classroom rules and language; school subjects; timetables; classroom objects; days of the week; time Target Vocabulary in Use (with revisional vocabulary): Vocabulary for classroom rules and language: Nouns: Rubbish (trash-garbage-AmE), attention, (no) running. Adjectives: Careful. Verbs: To shout, to smile, to raise a hand, to follow, to borrow, to lend, to tidy (up), to leave, to forget, to bring, to hang (your coat), to hold on. Adverbs: Quietly, loudly, carefully, slowly. Vocabulary for school subjects: Maths, Turkish, Science, Social Studies, Foreign Language, English, Religion and Morals, Art, Music, P.E. (Physical Education), IT (Information Technology), Drama. Vocabulary for timetables: Nouns: A timetable, a day, a week, a weekday, a weekend, morning, afternoon, noon, a break, lunch, double lessons. Verbs: To start, to finish. Vocabulary for classroom objects: Nouns: A rubbish bin (a trash/garbage can - AmE), a (smart)board, a poster, a seat, a bookshelf, a rubber (an eraser-AmE), a dictionary, a board	**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: The students will create a dream classroom. First, they will decide the schedule for their classroom, classroom rules, and subjects. Then, they will prepare a poster about these dream classes that include the lesson schedule and classroom rules. The posters may include photos, pictures or drawings. Finally, they will present their dream classes. 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
				marker, a pencil case, a (school) material, a sheet, a notebook (exercise book-AmE), a desk. Vocabulary for days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Vocabulary for time: Half past, to, past, o'clock, quarter, a minute. Vocabulary for numbers 50-100: From 50 to 100. Target Grammatical Structures in Use: -The Simple Present Tense: (We have got an Art class every Wednesday.) -There is/are: (There is a new student in the class. There are fifty students in my class.) -Object Pronouns: Me, you, him, her, us, you, them (Can you give me your eraser?) -"To Be" for Time (What time is it?): (What time is it? It is half past four.) -Wh questions (What time..?): (What time does the English class start?) 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 "There is/There are": Expressing the presence of something or somebody. -Use of Object Pronouns: Replacing nouns that receive the action in a sentence. -Use of "To Be" for time (What time is it?): Telling	"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** **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
				the time. -Use of “Wh-questions” (What time..?): Asking about time of actions. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				introduction to the whole English Language Curriculum. Target Social Language in Use: Make the grade if you want to join the Sports Club! Don't skip the lesson! (Please don't cut the class!) Give me a hand for this homework! I don't feel all right. I'd love to. Target Phonological Sounds in Use: Intonation of negative statements.		
12	7–11 Aralık	3	Theme 2: Classroom Lıfe	Sub-Themes: Classroom rules and language; school subjects; timetables; classroom objects; days of the week; time Target Vocabulary in Use (with revisional vocabulary): Vocabulary for classroom rules and language: Nouns: Rubbish (trash-garbage-AmE), attention, (no) running. Adjectives: Careful. Verbs: To shout, to smile, to raise a hand, to follow, to borrow, to lend, to tidy (up), to leave, to forget, to bring, to hang (your coat), to hold on. Adverbs: Quietly, loudly, carefully, slowly. Vocabulary for school subjects: Maths, Turkish, Science, Social Studies, Foreign Language, English, Religion and Morals, Art, Music, P.E. (Physical Education), IT (Information Technology), Drama. Vocabulary for timetables: Nouns: A timetable, a day, a week, a weekday, a weekend,	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: The students will create a dream classroom. First, they will decide the schedule for their classroom, classroom rules, and subjects. Then, they will prepare a poster about these dream classes that include the lesson schedule and classroom rules. The posters may include photos, pictures or drawings. Finally, they will present their dream classes. 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
				morning, afternoon, noon, a break, lunch, double lessons. Verbs: To start, to finish. Vocabulary for classroom objects: Nouns: A rubbish bin (a trash/garbage can - AmE), a (smart)board, a poster, a seat, a bookshelf, a rubber (an eraser-AmE), a dictionary, a board marker, a pencil case, a (school) material, a sheet, a notebook (exercise book-AmE), a desk. Vocabulary for days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Vocabulary for time: Half past, to, past, o'clock, quarter, a minute. Vocabulary for numbers 50-100: From 50 to 100. Target Grammatical Structures in Use: -The Simple Present Tense: (We have got an Art class every Wednesday.) -There is/are: (There is a new student in the class. There are fifty students in my class.) -Object Pronouns: Me, you, him, her, us, you, them (Can you give me your eraser?) -"To Be" for Time (What time is it?): (What time is it? It is half past four.) -Wh questions (What time..?): (What time does the English class start?) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing the responsibilities of different roles in the	**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** **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
				classroom and daily routines and study routines in a classroom. -Use of “There is/There are”: Expressing the presence of something or somebody. -Use of Object Pronouns: Replacing nouns that receive the action in a sentence. -Use of “To Be” for time (What time is it?): Telling the time. -Use of “Wh-questions” (What time..?): Asking about time of actions. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 in Use: Make the grade if you want to join the Sports Club! Don't skip the lesson! (Please don't cut the class!) Give me a hand for this homework! I don't feel all right. I'd love to. Target Phonological Sounds in Use: Intonation of negative statements.		
13	14–18 Aralık	3	Theme 3: Personal Lıfe	Sub-Themes: Basic body parts and physical features; clothes; daily routines and activities Target Vocabulary in Use (with revisional vocabulary): Vocabulary for basic body parts and physical features: Nouns: A neck, a finger, an arm, a body, an eye, a face, a foot, hair, a hand, a head, a nose, a tooth, teeth, height, a leg. Adjectives: Thin, average, curly, straight, round, square, tall, short, wavy, oval. Vocabulary for clothes: Nouns: A belt, trousers (pants-AmE), a ring, a bag, boots, a cap, a coat, a (fancy	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a digital diary/ journal describing their "daily routines, activities, and their timing in their personal lives" during a school term. They will present it with digital resources and/or realia by acting out the routines recorded in it. 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
				dress) costume, a dress, earrings, fashion, glasses, gloves, a handbag, a hat, a jacket, jeans, a jumper (a sweater-AmE), a necklace, a raincoat, a scarf, a headscarf, a shirt, shoes, shorts, a skirt, a sock, sunglasses, a T-shirt, an umbrella, a watch, silver, clothing, a bow, an outfit. Verbs: To own, to try on, to wear, to create. Adjectives: Thick, thin, trendy, comfortable, ordinary, fancy, different, cool. Vocabulary for daily routines and activities: Nouns: A computer, a book, a magazine, music, a video game, a map, a path, an adventure, an adventurer, a fashion show. Verbs: To watch, to draw, to read, to go shopping, to go out, to travel, to smile, to find. Adjectives: Daily, general. Adverbs of frequency: rarely, sometimes, always, never Target Grammatical Structures in Use: -The Simple Present Tense: (She wears her blue coat every winter.) -Question Tags for the Simple Present Tense: (She reads a book every evening, doesn't she?) -Adverbs of Frequency (How often): (He usually wears sunglasses in summer.) -Possessive adjectives: My, your, his, her, our, your, their (I love my bag.) Functions of the Target Grammatical Structures	**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** **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; 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 Use: -Use of The Simple Present Tense: Describing daily routines or habits. -Use of Question Tags for the Simple Present Tense: Checking or confirming general truths, actions or habits. -Use of Adverbs of Frequency (How often): Expressing the frequency of actions or events. -Use of Possessive Adjectives: Showing ownership in relation to nouns. *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 in Use : I'll pop round to see you later! Don't make fun of people! Let's sort out the problem! Target Phonological Sounds in Use: Intonation of questions and question tags.		
14	21–25 Aralık	3	Theme 3: Personal Lıfe	Sub-Themes: Basic body parts and physical features; clothes; daily routines and activities Target Vocabulary in Use (with revisional vocabulary): Vocabulary for basic body parts and physical features: Nouns: A neck, a finger, an arm, a body, an eye, a face, a foot, hair, a hand, a head, a nose, a tooth, teeth, height, a leg. Adjectives: Thin, average, curly, straight, round, square, tall, short, wavy, oval. Vocabulary for clothes: Nouns: A belt, trousers (pants-AmE), a ring, a bag, boots, a cap, a coat, a (fancy dress) costume, a dress,	**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-	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a digital diary/ journal describing their "daily routines, activities, and their timing in their personal lives" during a school term. They will present it with digital resources and/or realia by acting out the routines recorded in it. 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
				earrings, fashion, glasses, gloves, a handbag, a hat, a jacket, jeans, a jumper (a sweater-AmE), a necklace, a raincoat, a scarf, a headscarf, a shirt, shoes, shorts, a skirt, a sock, sunglasses, a T-shirt, an umbrella, a watch, silver, clothing, a bow, an outfit. Verbs: To own, to try on, to wear, to create. Adjectives: Thick, thin, trendy, comfortable, ordinary, fancy, different, cool. Vocabulary for daily routines and activities: Nouns: A computer, a book, a magazine, music, a video game, a map, a path, an adventure, an adventurer, a fashion show. Verbs: To watch, to draw, to read, to go shopping, to go out, to travel, to smile, to find. Adjectives: Daily, general. Adverbs of frequency: rarely, sometimes, always, never Target Grammatical Structures in Use: -The Simple Present Tense: (She wears her blue coat every winter.) -Question Tags for the Simple Present Tense: (She reads a book every evening, doesn't she?) -Adverbs of Frequency (How often): (He usually wears sunglasses in summer.) -Possessive adjectives: My, your, his, her, our, your, their (I love my bag.) Functions of the Target Grammatical Structures in Use:	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** **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; 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
				-Use of The Simple Present Tense: Describing daily routines or habits. -Use of Question Tags for the Simple Present Tense: Checking or confirming general truths, actions or habits. -Use of Adverbs of Frequency (How often): Expressing the frequency of actions or events. -Use of Possessive Adjectives: Showing ownership in relation to nouns. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use : I'll pop round to see you later! Don't make fun of people! Let's sort out the problem! Target Phonological Sounds in Use: Intonation of questions and question tags.			
15	28 Aralık – 1 Ocak	3	Theme 3: Personal Lıfe	Sub-Themes: Basic body parts and physical features; clothes; daily routines and activities Target Vocabulary in Use (with revisional vocabulary): Vocabulary for basic body parts and physical features: Nouns: A neck, a finger, an arm, a body, an eye, a face, a foot, hair, a hand, a head, a nose, a tooth, teeth, height, a leg. Adjectives: Thin, average, curly, straight, round, square, tall, short, wavy, oval. Vocabulary for clothes: Nouns: A belt, trousers (pants-AmE), a ring, a bag, boots, a cap, a coat, a (fancy dress) costume, a dress, earrings, fashion,	**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;	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a digital diary/ journal describing their "daily routines, activities, and their timing in their personal lives" during a school term. They will present it with digital resources and/or realia by acting out the routines recorded in it. 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
				glasses, gloves, a handbag, a hat, a jacket, jeans, a jumper (a sweater-AmE), a necklace, a raincoat, a scarf, a headscarf, a shirt, shoes, shorts, a skirt, a sock, sunglasses, a T-shirt, an umbrella, a watch, silver, clothing, a bow, an outfit. Verbs: To own, to try on, to wear, to create. Adjectives: Thick, thin, trendy, comfortable, ordinary, fancy, different, cool. Vocabulary for daily routines and activities: Nouns: A computer, a book, a magazine, music, a video game, a map, a path, an adventure, an adventurer, a fashion show. Verbs: To watch, to draw, to read, to go shopping, to go out, to travel, to smile, to find. Adjectives: Daily, general. Adverbs of frequency: rarely, sometimes, always, never Target Grammatical Structures in Use: -The Simple Present Tense: (She wears her blue coat every winter.) -Question Tags for the Simple Present Tense: (She reads a book every evening, doesn't she?) -Adverbs of Frequency (How often): (He usually wears sunglasses in summer.) -Possessive adjectives: My, your, his, her, our, your, their (I love my bag.) Functions of the Target Grammatical Structures in Use: -Use of The Simple	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** **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; 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
				Present Tense: Describing daily routines or habits. -Use of Question Tags for the Simple Present Tense: Checking or confirming general truths, actions or habits. -Use of Adverbs of Frequency (How often): Expressing the frequency of actions or events. -Use of Possessive Adjectives: Showing ownership in relation to nouns. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 in Use : I'll pop round to see you later! Don't make fun of people! Let's sort out the problem! Target Phonological Sounds in Use: Intonation of questions and question tags.		
16	4–8 Ocak	3	Theme 3: Personal Lıfe	Sub-Themes: Basic body parts and physical features; clothes; daily routines and activities Target Vocabulary in Use (with revisional vocabulary): Vocabulary for basic body parts and physical features: Nouns: A neck, a finger, an arm, a body, an eye, a face, a foot, hair, a hand, a head, a nose, a tooth, teeth, height, a leg. Adjectives: Thin, average, curly, straight, round, square, tall, short, wavy, oval. Vocabulary for clothes: Nouns: A belt, trousers (pants-AmE), a ring, a bag, boots, a cap, a coat, a (fancy dress) costume, a dress, earrings, fashion, glasses, gloves, 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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a digital diary/ journal describing their "daily routines, activities, and their timing in their personal lives" during a school term. They will present it with digital resources and/or realia by acting out the routines recorded in it. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				handbag, a hat, a jacket, jeans, a jumper (a sweater-AmE), a necklace, a raincoat, a scarf, a headscarf, a shirt, shoes, shorts, a skirt, a sock, sunglasses, a T-shirt, an umbrella, a watch, silver, clothing, a bow, an outfit. Verbs: To own, to try on, to wear, to create. Adjectives: Thick, thin, trendy, comfortable, ordinary, fancy, different, cool. Vocabulary for daily routines and activities: Nouns: A computer, a book, a magazine, music, a video game, a map, a path, an adventure, an adventurer, a fashion show. Verbs: To watch, to draw, to read, to go shopping, to go out, to travel, to smile, to find. Adjectives: Daily, general. Adverbs of frequency: rarely, sometimes, always, never Target Grammatical Structures in Use: -The Simple Present Tense: (She wears her blue coat every winter.) -Question Tags for the Simple Present Tense: (She reads a book every evening, doesn't she?) -Adverbs of Frequency (How often): (He usually wears sunglasses in summer.) -Possessive adjectives: My, your, his, her, our, your, their (I love my bag.) Functions of the Target Grammatical Structures in Use: -Use of The Simple Present Tense:	**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** **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; 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
				Describing daily routines or habits. -Use of Question Tags for the Simple Present Tense: Checking or confirming general truths, actions or habits. -Use of Adverbs of Frequency (How often): Expressing the frequency of actions or events. -Use of Possessive Adjectives: Showing ownership in relation to nouns. *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,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 in Use : I'll pop round to see you later! Don't make fun of people! Let's sort out the problem! Target Phonological Sounds in Use: Intonation of questions and question tags.		
17	11–15 Ocak	3	Theme 4: Famıly Lıfe	Sub-Themes: Family members' routines; family members' hobbies and activities Target Vocabulary in Use: Vocabulary for Family members' Routines: Nouns: A couple, a role, a task, focus, resting, tidying, pet care, organisation. Verbs: To brush, to take care (of), to organise. Adjectives: Everyday, specific. Pronouns: Hers, his, mine (belongs to me), yours. Vocabulary for family members' hobbies and activities: Nouns: A board game, a beach, a barbecue, a bicycle, a camera, a festival, a guitar, a hobby, a holiday, a member, a museum, a photograph, a photo, a tent,	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will conduct a questionnaire on the daily routines, free-time activities, and hobbies of their family members through interviews and present the written results with digital resources and/or realia by acting out some of the routines, free-time activities, and hobbies reported in the questionnaire. 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 party, a computer game, a forest, a scooter, a piano, cooking, camping, cycling, dancing, fishing, playing golf, swimming, playing football. Verbs: To have a picnic, to relax, to join, Adjectives: Active, usual. Target Grammatical Structures in Use: -Present Progressive Tense: (She is brushing her teeth.) -Present Progressive Tense vs Present Simple Tense: (We are camping in the forest this weekend, but we normally stay at home during holidays.) -Question tags for the Present Progressive Tense: (She is brushing her teeth, isn't she?) Functions of the Target Grammatical Structures in use: -Use of the Present Progressive Tense: Expressing actions or events that are happening at the moment of speaking, temporary actions, or planned future actions. -Use of the Present Progressive Tense vs Present Simple Tense: Contrasting ongoing or temporary actions (Present Progressive) with habitual actions, general truths, or permanent states (Present Simple). -Use of question tags for Present Progressive Tense: Confirming or checking ongoing actions that match the tense, tone, or polarity of the statement. *National and Religious	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 others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: We always get on well as		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a family! Can you lend your father a hand washing the car? Let's tidy up the house together. Target Phonological Sounds in Use: a, b, c, d, e Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /e□ /, ~~a~~/, /a/, /□ □ /~~eə~~/); e: (/e/; /i:/, /ə/) Consonants: b: (/b/), silent /b/); c: (/si/, /k/); d: (/d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme)		
18	18–22 Ocak	3	Theme 4: Famıly Lıfe	Sub-Themes: Family members' routines; family members' hobbies and activities Target Vocabulary in Use: Vocabulary for Family members' Routines: Nouns: A couple, a role, a task, focus, resting, tidying, pet care, organisation. Verbs: To brush, to take care (of), to organise. Adjectives: Everyday, specific. Pronouns: Hers, his, mine (belongs to me), yours. Vocabulary for family members' hobbies and activities: Nouns: A board game, a beach, a barbecue, a bicycle, a camera, a festival, a guitar, a hobby, a holiday, a member, a museum, a photograph, a photo, a tent, a party, a computer game, a forest, a scooter, a piano, cooking, camping, cycling, dancing, fishing, playing golf, swimming, playing football. Verbs: To have a picnic, to relax, to join,	**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".	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will conduct a questionnaire on the daily routines, free-time activities, and hobbies of their family members through interviews and present the written results with digital resources and/or realia by acting out some of the routines, free-time activities, and hobbies reported in the questionnaire. 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
				Adjectives: Active, usual. Target Grammatical Structures in Use: -Present Progressive Tense: (She is brushing her teeth.) -Present Progressive Tense vs Present Simple Tense: (We are camping in the forest this weekend, but we normally stay at home during holidays.) -Question tags for the Present Progressive Tense: (She is brushing her teeth, isn't she?) Functions of the Target Grammatical Structures in use: -Use of the Present Progressive Tense: Expressing actions or events that are happening at the moment of speaking, temporary actions, or planned future actions. -Use of the Present Progressive Tense vs Present Simple Tense: Contrasting ongoing or temporary actions (Present Progressive) with habitual actions, general truths, or permanent states (Present Simple). -Use of question tags for Present Progressive Tense: Confirming or checking ongoing actions that match the tense, tone, or polarity of the statement. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and	**ENG.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 others.	

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 in Use: We always get on well as a family! Can you lend your father a hand washing the car? Let's tidy up the house together. Target Phonological Sounds in Use: a, b, c, d, e		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vowels: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /:/, /a/, / /); e: (/e/; /i:/, /ə/) Consonants: b: (/b/), silent /b/); c: (/si/, /k/); d: (/d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme)		
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	3	Theme 4: Famıly Lıfe	Sub-Themes: Family members' routines; family members' hobbies and activities Target Vocabulary in Use: Vocabulary for Family members' Routines: Nouns: A couple, a role, a task, focus, resting, tidying, pet care, organisation. Verbs: To brush, to take care (of), to organise. Adjectives: Everyday, specific. Pronouns: Hers, his, mine (belongs to me), yours. Vocabulary for family members' hobbies and activities: Nouns: A board game, a beach, a barbecue, a bicycle, a camera, a festival, a guitar, a hobby, a holiday, a member, a museum, a photograph, a photo, a tent, a party, a computer game, a forest, a scooter, a piano, cooking, camping, cycling, dancing, fishing, playing golf, swimming, playing football. Verbs: To have a picnic, to relax, to join, Adjectives: Active, usual. Target Grammatical Structures in Use: -Present Progressive Tense: (She is brushing her teeth.)	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will conduct a questionnaire on the daily routines, free-time activities, and hobbies of their family members through interviews and present the written results with digital resources and/or realia by acting out some of the routines, free-time activities, and hobbies reported in the questionnaire. 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
				-Present Progressive Tense vs Present Simple Tense: (We are camping in the forest this weekend, but we normally stay at home during holidays.) -Question tags for the Present Progressive Tense: (She is brushing her teeth, isn't she?) Functions of the Target Grammatical Structures in use: -Use of the Present Progressive Tense: Expressing actions or events that are happening at the moment of speaking, temporary actions, or planned future actions. -Use of the Present Progressive Tense vs Present Simple Tense: Contrasting ongoing or temporary actions (Present Progressive) with habitual actions, general truths, or permanent states (Present Simple). -Use of question tags for Present Progressive Tense: Confirming or checking ongoing actions that match the tense, tone, or polarity of the statement. *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	"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 others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: We always get on well as a family! Can you lend your father a hand washing the car? Let's tidy up the house together. Target Phonological Sounds in Use: a, b, c, d, e Vowels: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /a:/, /a/, / /ə/); e: (/e/; /i:/, /ə/) Consonants: b: (/b/), silent /b/); c: (/si/, /k/); d: (/d/)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme)		
20	15–19 Şubat	3	Theme 4: Famıly Lıfe	Sub-Themes: Family members' routines; family members' hobbies and activities Target Vocabulary in Use: Vocabulary for Family members' Routines: Nouns: A couple, a role, a task, focus, resting, tidying, pet care, organisation. Verbs: To brush, to take care (of), to organise. Adjectives: Everyday, specific. Pronouns: Hers, his, mine (belongs to me), yours. Vocabulary for family members' hobbies and activities: Nouns: A board game, a beach, a barbecue, a bicycle, a camera, a festival, a guitar, a hobby, a holiday, a member, a museum, a photograph, a photo, a tent, a party, a computer game, a forest, a scooter, a piano, cooking, camping, cycling, dancing, fishing, playing golf, swimming, playing football. Verbs: To have a picnic, to relax, to join, Adjectives: Active, usual. Target Grammatical Structures in Use: -Present Progressive Tense: (She is brushing her teeth.) -Present Progressive Tense vs Present Simple Tense: (We are camping in the forest this weekend, but we normally stay at home during holidays.) -Question tags for the	**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. **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".	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will conduct a questionnaire on the daily routines, free-time activities, and hobbies of their family members through interviews and present the written results with digital resources and/or realia by acting out some of the routines, free-time activities, and hobbies reported in the questionnaire. 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
				Present Progressive Tense: (She is brushing her teeth, isn't she?) Functions of the Target Grammatical Structures in use: -Use of the Present Progressive Tense: Expressing actions or events that are happening at the moment of speaking, temporary actions, or planned future actions. -Use of the Present Progressive Tense vs Present Simple Tense: Contrasting ongoing or temporary actions (Present Progressive) with habitual actions, general truths, or permanent states (Present Simple). -Use of question tags for Present Progressive Tense: Confirming or checking ongoing actions that match the tense, tone, or polarity of the statement. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and	**ENG.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
				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 in Use: We always get on well as a family! Can you lend your father a hand washing the car? Let's tidy up the house together. Target Phonological Sounds in Use: a, b, c, d, e Vowels: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɑ:/, /a/, / /ɐə/); e: (/e/; /i:/, /ə/) Consonants: b: (/b/), silent /b/); c: (/si/, /k/); d: (/d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme)		
21	22–26 Şubat	3	Theme 5: Lıfe In The Neıghbourhood And Cıty	Sub-Themes: Places for recreation and	**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	EVALUATION FOR THE SKILLS AND THE CONTENT:

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				attractions in the neighbourhood and city different types of houses. Target Vocabulary in Use (with revisional vocabulary) Vocabulary for places for recreation and attractions in the neighbourhood and city: Nouns: A corner, a square, a gym, a coast, a street fair, a hall, a sports centre, an art gallery, a shop (store-AmE), a castle, a tower, a site, a museum, a mosque, a town. Verbs: To cycle, to fish, to jump, to guide, to joke, to experience, to attend. Adjectives: Social, ancient, close, famous, crowded, quiet, modern, traditional, peaceful, brandnew, local. Adverbs: Best, easily. Phrases: To take a tour, to attend an event, to take a photograph, to hire (a bike) (rent-AmE). Vocabulary for different types of houses and furniture and kitchen utensils: Nouns: A flat (apartment AmE), a kitchen, a bathroom, a bedroom, a sitting room (a living room-AmE), a dining room, a toilet, a garden, a garage), a balcony, a terrace, a corridor (hallway-AmE), a floor, a lift (elevator-AmE), a roof, a bookcase, a sofa, an armchair, a bed, a cupboard, a fridge, an oven (a stove-AmE), a lamp, a knife, a spoon, a fork, a plate, a wardrobe, a dishwasher, a shelf, ground. Verbs: To repair.	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** **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 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	PERFORMANCE ASSIGNMENT: Students will search the Internet for the types of the houses that they have learnt about in the theme so as to collect more information about them. Students will create a dream house for themselves, drawing it by hand or using pictures and/or digital sources. Then they will present it 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
				Adjectives: Wide, wooden, metal, plastic, bright, light, comfortable, bottom, top, glass, steel, handmade. Adverbs: Inside, outside. Target Grammatical Structures in Use: -Comparatives of adjectives (regular-irregular): (The sofa is more comfortable than the armchair). -Possessive 's: (This is Anna's bicycle; she uses it every day.) -Present Simple Tense: (We cycle to the park every Saturday.) -There is/are: (There are many paintings in the art gallery. There is a wide sofa in the living room.) Functions of the Target Grammatical Structures in Use: -Use of "Comparatives of Adjectives (regular-irregular)": Expressing comparisons between two people, objects, or ideas. -Use of "Possessive 's": Indicating ownership or relationship. -Use of the Present Simple Tense: Expressing habitual actions, general truths, and permanent states. -Use of "There is/There are": Indicating existence or location. *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	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
				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 in Use: Where is the nearest library? Our kitchen is the heart of our house! Our new flat was ready to move into! (Our new flat was move-in-ready! AmE.) Target Phonological Sounds in Use: f, g, h, i, j, k, Vowel: i: i (/aɪ/, /ɪ/, /i:/)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Consonants: f: (/f/); g: (/ g/, /d /)h: (/h/); j (/ d e /d /)k: (/k/); *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.		
22	1–5 Mart	3	Theme 5: Lıfe In The Neıghbourhood And Cıty	Sub-Themes: Places for recreation and attractions in the neighbourhood and city different types of houses. Target Vocabulary in Use (with revisional vocabulary) Vocabulary for places for recreation and attractions in the neighbourhood and city: Nouns: A corner, a square, a gym, a coast, a street fair, a hall, a sports centre, an art gallery, a shop (store-AmE), a castle, a tower, a site, a museum, a mosque, a town. Verbs: To cycle, to fish, to jump, to guide, to joke, to experience, to attend. Adjectives: Social, ancient, close, famous, crowded, quiet, modern, traditional, peaceful, brandnew, local. Adverbs: Best, easily. Phrases: To take a tour, to attend an event, to take a photograph, to hire (a bike) (rent-AmE). Vocabulary for different types of houses and furniture and kitchen utensils: Nouns: A flat (apartment AmE), a kitchen, a bathroom, a bedroom, a sitting room (a living room-AmE), a dining room, a toilet, a garden, a garage), a balcony, a terrace, a corridor	**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** **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 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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will search the Internet for the types of the houses that they have learnt about in the theme so as to collect more information about them. Students will create a dream house for themselves, drawing it by hand or using pictures and/or digital sources. Then they will present it 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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				(hallway-AmE), a floor, a lift (elevator-AmE), a roof, a bookcase, a sofa, an armchair, a bed, a cupboard, a fridge, an oven (a stove-AmE), a lamp, a knife, a spoon, a fork, a plate, a wardrobe, a dishwasher, a shelf, ground. Verbs: To repair. Adjectives: Wide, wooden, metal, plastic, bright, light, comfortable, bottom, top, glass, steel, handmade. Adverbs: Inside, outside. Target Grammatical Structures in Use: -Comparatives of adjectives (regular-irregular): (The sofa is more comfortable than the armchair). -Possessive 's: (This is Anna's bicycle; she uses it every day.) -Present Simple Tense: (We cycle to the park every Saturday.) -There is/are: (There are many paintings in the art gallery. There is a wide sofa in the living room.) Functions of the Target Grammatical Structures in Use: -Use of "Comparatives of Adjectives (regular-irregular)": Expressing comparisons between two people, objects, or ideas. -Use of "Possessive 's": Indicating ownership or relationship. -Use of the Present Simple Tense: Expressing habitual actions, general truths, and permanent states. -Use of "There is/There are": Indicating existence or location. *National and Religious	"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
				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 in Use: Where is the nearest		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				library? Our kitchen is the heart of our house! Our new flat was ready to move into! (Our new flat was move-in-ready! AmE.) Target Phonological Sounds in Use: f, g, h, i, j, k, Vowel: i: i (/aı/, /ı/, /i:/) Consonants: f: (/f/); g: (/g/, /d /)h: (/h/); j (/d e /d /)k: (/k/); *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.		
	8–12 Mart			**2. dönem ara tatili**		
23	15–19 Mart	3	Theme 5: Lıfe In The Neıghbourhood And Cıty	Sub-Themes: Places for recreation and attractions in the neighbourhood and city different types of houses. Target Vocabulary in Use (with revisional vocabulary) Vocabulary for places for recreation and attractions in the neighbourhood and city: Nouns: A corner, a square, a gym, a coast, a street fair, a hall, a sports centre, an art gallery, a shop (store-AmE), a castle, a tower, a site, a museum, a mosque, a town. Verbs: To cycle, to fish, to jump, to guide, to joke, to experience, to attend. Adjectives: Social, ancient, close, famous, crowded, quiet, modern, traditional, peaceful, brandnew, local. Adverbs: Best, easily. Phrases: To take a tour, to attend an event, to take a photograph, to hire (a bike) (rent-AmE).	**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** **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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will search the Internet for the types of the houses that they have learnt about in the theme so as to collect more information about them. Students will create a dream house for themselves, drawing it by hand or using pictures and/or digital sources. Then they will present it to the class. 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
				Vocabulary for different types of houses and furniture and kitchen utensils: Nouns: A flat (apartment AmE), a kitchen, a bathroom, a bedroom, a sitting room (a living room-AmE), a dining room, a toilet, a garden, a garage), a balcony, a terrace, a corridor (hallway-AmE), a floor, a lift (elevator-AmE), a roof, a bookcase, a sofa, an armchair, a bed, a cupboard, a fridge, an oven (a stove-AmE), a lamp, a knife, a spoon, a fork, a plate, a wardrobe, a dishwasher, a shelf, ground. Verbs: To repair. Adjectives: Wide, wooden, metal, plastic, bright, light, comfortable, bottom, top, glass, steel, handmade. Adverbs: Inside, outside. Target Grammatical Structures in Use: -Comparatives of adjectives (regular-irregular): (The sofa is more comfortable than the armchair). -Possessive 's: (This is Anna's bicycle; she uses it every day.) -Present Simple Tense: (We cycle to the park every Saturday.) -There is/are: (There are many paintings in the art gallery. There is a wide sofa in the living room.) Functions of the Target Grammatical Structures in Use: -Use of "Comparatives of Adjectives (regular-irregular)": Expressing comparisons between two people, objects, or ideas.	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
				-Use of “Possessive ‘s”: Indicating ownership or relationship. -Use of the Present Simple Tense: Expressing habitual actions, general truths, and permanent states. -Use of “There is/There are”: Indicating existence or location. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Where is the nearest library? Our kitchen is the heart of our house! Our new flat was ready to move into! (Our new flat was move-in-ready! AmE.) Target Phonological Sounds in Use: f, g, h, i, j, k, Vowel: i: i (/aı/, /ı/, /i:/) Consonants: f: (/f/); g: (/g/, /d /)h: (/h/); j (/d e /d /)k: (/k/); *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.		
24	22–26 Mart	3	Theme 5: Lıfe In The Neıghbourhood And Cıty	Sub-Themes: Places for recreation and attractions in the neighbourhood and city different types of houses. Target Vocabulary in Use (with revisional vocabulary) Vocabulary for places for recreation and attractions in the neighbourhood and city: Nouns: A corner, a square, a gym, a coast, a street fair, a hall, a sports centre, an art gallery, a shop (store-AmE), a castle, a tower, a site, a museum, a mosque, a town. Verbs: To cycle, to fish, to jump, to guide, to joke, to experience,	**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** **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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will search the Internet for the types of the houses that they have learnt about in the theme so as to collect more information about them. Students will create a dream house for themselves, drawing it by hand or using pictures and/or digital sources. Then they will present it 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
				to attend. Adjectives: Social, ancient, close, famous, crowded, quiet, modern, traditional, peaceful, brandnew, local. Adverbs: Best, easily. Phrases: To take a tour, to attend an event, to take a photograph, to hire (a bike) (rent-AmE). Vocabulary for different types of houses and furniture and kitchen utensils: Nouns: A flat (apartment AmE), a kitchen, a bathroom, a bedroom, a sitting room (a living room-AmE), a dining room, a toilet, a garden, a garage), a balcony, a terrace, a corridor (hallway-AmE), a floor, a lift (elevator-AmE), a roof, a bookcase, a sofa, an armchair, a bed, a cupboard, a fridge, an oven (a stove-AmE), a lamp, a knife, a spoon, a fork, a plate, a wardrobe, a dishwasher, a shelf, ground. Verbs: To repair. Adjectives: Wide, wooden, metal, plastic, bright, light, comfortable, bottom, top, glass, steel, handmade. Adverbs: Inside, outside. Target Grammatical Structures in Use: -Comparatives of adjectives (regular-irregular): (The sofa is more comfortable than the armchair). -Possessive 's: (This is Anna's bicycle; she uses it every day.) -Present Simple Tense: (We cycle to the park every Saturday.) -There is/are: (There are many paintings in the art	**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
				gallery. There is a wide sofa in the living room.) Functions of the Target Grammatical Structures in Use: -Use of “Comparatives of Adjectives (regular-irregular)”: Expressing comparisons between two people, objects, or ideas. -Use of “Possessive ‘s”: Indicating ownership or relationship. -Use of the Present Simple Tense: Expressing habitual actions, general truths, and permanent states. -Use of “There is/There are”: Indicating existence or location. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 in Use: Where is the nearest library? Our kitchen is the heart of our house! Our new flat was ready to move into! (Our new flat was move-in-ready! AmE.) Target Phonological Sounds in Use: f, g, h, i, j, k, Vowel: i: i (/aɪ/, /ɪ/, /i:/) Consonants: f: (/f/); g: (/g/, /d /)h: (/h/); j (/d e /d /)k: (/k/); *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.		
25	29 Mart – 2 Nisan	3	Theme 6: Lıfe In The World	Sub-Themes: Basic food types; ordering in a restaurant; food events the city. Target Vocabulary in Use: Vocabulary for basic food types: Nouns: Dairy, nuts, beef, beans, a sweet (candy-AmE), a biscuit (cookie-AmE), jam, oil, a lemon, a top, a bottom, a bit,	**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** **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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will work in pairs to create a short dialogue about ordering food in different types of restaurants and cafés. Each pair will include things like greetings, asking about the menu, choosing food, and talking about preferences. Then they will act out their dialogue in front of the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				amount, soup, a salad, spices, sugar, butter, salt, pasta, flour, bread, tuna, a tart, garlic, meat, a plate, a recipe. Verbs: To boil, to cut, to wash, to dry, to heat, to taste, to contain, to need, to mash, to prepare, to slice, to cook. Adjectives: Fresh, home-made, boiled, healthy, light, sweet, fatty, special. Adverbs: Carefully, slowly, quickly. Phrases: To put on weight, to lose weight, at/on the top of. Vocabulary for ordering in a restaurant: Nouns: Sauce, tip, a bowl, a bit, a chef, a dessert, a drink (a beverage-AmE), an order, a service, a side, tasting, a recipe, a quality, amount, a meal, a main dish, a starter (an appetizer-AmE). Verbs: To order, to serve, to book, to taste, to pay, to smell, to recommend, to reserve. Adjectives: Empty, tasty, delicious. Phrases: To book a table, to pay in cash. Target Grammatical Structures in Use: -"Can" for Permission: (Can I pay in cash?) -"Have got/Has got": (She has got a new recipe.) -Countable and Uncountable Nouns: (How many lemons do you need for the recipe?) Functions of the Target Grammatical Structures in Use: -Use of Modal "Can" for Permission: Asking or giving permission -Use of Modal "Have	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** **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.	a marking scheme. Library Week

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				got/Has got": Expressing possession. -Use of Countable and Uncountable nouns: Expressing the amount of quantity of nouns. *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 in Use: Let's eat out! This problem is a hot potato! My sister is buttering my mother up to get permission to go to the cinema! Target Phonological Sounds in Use: l, m, n, (ng), o, p Vowel: o: (/əʊ /, /ɒ /, /ɔː /) Consonants: l: (/ l/ ,/l/); m (/ m/,/m/); n: (/ n/, / n/); ng: (/ng/); p: (/piː /,/ p/) *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.		
26	5–9 Nisan	3	Theme 6: Lıfe In The World	Sub-Themes: Basic food types; ordering in a restaurant; food events the city. Target Vocabulary in Use: Vocabulary for basic food types: Nouns: Dairy, nuts, beef, beans, a sweet (candy-AmE), a biscuit (cookie-AmE), jam, oil, a lemon, a top, a bottom, a bit, amount, soup, a salad, spices, sugar, butter, salt, pasta, flour, bread, tuna, a tart, garlic, meat, a plate, a recipe. Verbs: To boil, to cut, to wash, to dry, to heat, to taste, to contain, to need, to mash, to prepare, to slice, to cook. Adjectives: Fresh, home-made, boiled, healthy, light, sweet, fatty, special. Adverbs: Carefully,	**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** **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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will work in pairs to create a short dialogue about ordering food in different types of restaurants and cafés. Each pair will include things like greetings, asking about the menu, choosing food, and talking about preferences. Then they will act out their dialogue in front of 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
				slowly, quickly. Phrases: To put on weight, to lose weight, at/on the top of. Vocabulary for ordering in a restaurant: Nouns: Sauce, tip, a bowl, a bit, a chef, a dessert, a drink (a beverage-AmE), an order, a service, a side, tasting, a recipe, a quality, amount, a meal, a main dish, a starter (an appetizer-AmE). Verbs: To order, to serve, to book, to taste, to pay, to smell, to recommend, to reserve. Adjectives: Empty, tasty, delicious. Phrases: To book a table, to pay in cash. Target Grammatical Structures in Use: -“Can” for Permission: (Can I pay in cash?) -“Have got/Has got”: (She has got a new recipe.) -Countable and Uncountable Nouns: (How many lemons do you need for the recipe?) Functions of the Target Grammatical Structures in Use: -Use of Modal “Can” for Permission: Asking or giving permission -Use of Modal “Have got/Has got”: Expressing possession. -Use of Countable and Uncountable nouns: Expressing the amount of quantity of nouns. *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	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** **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.	

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 in Use: Let's eat out! This problem is a hot potato! My sister is buttering my mother up to get permission to go to the cinema! Target Phonological Sounds in Use: I, m, n, (ng), o, p		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vowel: o: (/əʊ /, /ɪ /, /ɒ /) Consonants: l: (/ l/ ,/l/); m (/ m/,/m/); n: (/ n/, / n/); ng: (/ng/); p: (/pi /,/ p/) *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.		
27	12–16 Nisan	SCHOOL-BASED PLANNING				
28	19–23 Nisan	3	Theme 6: Lıfe In The World	Sub-Themes: Basic food types; ordering in a restaurant; food events the city. Target Vocabulary in Use: Vocabulary for basic food types: Nouns: Dairy, nuts, beef, beans, a sweet (candy-AmE), a biscuit (cookie-AmE), jam, oil, a lemon, a top, a bottom, a bit, amount, soup, a salad, spices, sugar, butter, salt, pasta, flour, bread, tuna, a tart, garlic, meat, a plate, a recipe. Verbs: To boil, to cut, to wash, to dry, to heat, to taste, to contain, to need, to mash, to prepare, to slice, to cook. Adjectives: Fresh, home-made, boiled, healthy, light, sweet, fatty, special. Adverbs: Carefully, slowly, quickly. Phrases: To put on weight, to lose weight, at/on the top of. Vocabulary for ordering in a restaurant: Nouns: Sauce, tip, a bowl, a bit, a chef, a dessert, a drink (a beverage-AmE), an order, a service, a side, tasting, a recipe, a quality,	**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** **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**	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will work in pairs to create a short dialogue about ordering food in different types of restaurants and cafés. Each pair will include things like greetings, asking about the menu, choosing food, and talking about preferences. Then they will act out their dialogue in front of 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
				amount, a meal, a main dish, a starter (an appetizer-AmE). Verbs: To order, to serve, to book, to taste, to pay, to smell, to recommend, to reserve. Adjectives: Empty, tasty, delicious. Phrases: To book a table, to pay in cash. Target Grammatical Structures in Use: -“Can” for Permission: (Can I pay in cash?) -“Have got/Has got”: (She has got a new recipe.) -Countable and Uncountable Nouns: (How many lemons do you need for the recipe?) Functions of the Target Grammatical Structures in Use: -Use of Modal “Can” for Permission: Asking or giving permission -Use of Modal “Have got/Has got”: Expressing possession. -Use of Countable and Uncountable nouns: Expressing the amount of quantity of nouns. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious	**ENG.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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Let's eat out! This problem is a hot potato! My sister is buttering my mother up to get permission to go to the cinema! Target Phonological Sounds in Use: l, m, n, (ng), o, p Vowel: o: (/əʊ /, /ɒ /, /ɔː /) Consonants: l: (/l/ ,/l/); m (/m/,/m/); n: (/n/, / n/); ng: (/ng/); p: (/piː /,/ p/) *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
29	26–30 Nisan	3	Theme 7: Lıfe In Nature	Sub-themes: Types of animals in nature; wild animals in nature; their habitats Target Vocabulary in Use: Vocabulary for types of animals in nature: Nouns: A bird, an insect, a reptile, a mammal. Adjectives: Wild, huge, enormous, furry, quiet, scary, quick, strong, dangerous, fast, slow. Body parts of animals: Nouns: A tail, a tusk, a paw, a wing. Vocabulary for wild animals in nature: Nouns: A bear, a lion, a tiger, a wolf, a giraffe, a monkey, an elephant, a zebra, a penguin, a parrot, a snake, a crocodile, a gorilla, a leopard, a whale, an eagle, a shark, a seal, a seagull. Verbs: To attack, to move, to hunt, to run, to survive, to talk, to fly, to climb, to swing. Vocabulary for their habitats: Nouns: A farm, a field, a forest, a jungle, a river, a coast, a savanna (savannah-AmE), an ocean, the sky, national park. Target Grammatical Structures in Use: -“Can” for Capability and Ability: (Tigers can attack their prey in the open savanna.) -“Must” for External Obligation: (Birds must travel long distances to find warmer habitats during the winter months.) -“Wh-questions” (where): (Where can you find lions in their natural habitat?) - Comparative and	**ENG.5.7.L1** **ENG.5.7.L2** **ENG.5.7.L3** **ENG.5.7.L4** **ENG.5.7.P1** **ENG.5.7.R1** **ENG.5.7.R2** **ENG.5.7.R3** **ENG.5.7.R4** **ENG.5.7.V1** **ENG.5.7.G1** **ENG.5.7.W1** **ENG.5.7.W2** **ENG.5.7.W3** **ENG.5.7.W4** **ENG.5.7.W5** **ENG.5.7.W6** **ENG.5.7.S1** **ENG.5.7.S2** **ENG.5.7.S3** **ENG.5.7.S4** **ENG.5.7.S5** **ENG.5.7.S6**	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a project about wild animals in terms of their living conditions and their protection. The project could include Internet search, collecting pictures, recording sounds etc. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 29 April, Kût'ül Amâre Victory 1 May, Labour Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Superlative Adjectives: (A tiger is bigger than a monkey.) (The lion is the strongest animal in the forest.) Functions of the Target Grammatical Structures in Use: -Use of Modal “Can” for Capability and Ability: Expressing the ability of animals or people to to do something (to perform an action. -Use of Modal “Must” for External Obligation: Expressing an obligation or necessity arising from external circumstances or rules. -Use of “Wh-questions” (where): Asking about the location or place where an action occurs or something exists. -Use of Comparative and Superlative Adjectives: Comparing characteristics of animals, things, an/ord people *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: That is the lion's share! Don't forget, curiosity killed the cat! Please stop crying wolf! Target Phonological Sounds in Use: q, r, s, t, u Vowel: u: (/ju /, / /, / ju /) Consonants: q: /kju /, r: / (BrE), /r/ (AmE); s: (/ s/, / s/, /z/); t: (/ti /, /t/) *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.		
30	3–7 Mayıs	3	Theme 7: Lıfe In Nature	Sub-themes: Types of animals in nature; wild animals in nature; their habitats Target Vocabulary in	**ENG.5.7.L1** **ENG.5.7.L2** **ENG.5.7.L3** **ENG.5.7.L4**	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a project about wild animals in terms of their living

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Use: Vocabulary for types of animals in nature: Nouns: A bird, an insect, a reptile, a mammal. Adjectives: Wild, huge, enormous, furry, quiet, scary, quick, strong, dangerous, fast, slow. Body parts of animals: Nouns: A tail, a tusk, a paw, a wing. Vocabulary for wild animals in nature: Nouns: A bear, a lion, a tiger, a wolf, a giraffe, a monkey, an elephant, a zebra, a penguin, a parrot, a snake, a crocodile, a gorilla, a leopard, a whale, an eagle, a shark, a seal, a seagull. Verbs: To attack, to move, to hunt, to run, to survive, to talk, to fly, to climb, to swing. Vocabulary for their habitats: Nouns: A farm, a field, a forest, a jungle, a river, a coast, a savanna (savannah-AmE), an ocean, the sky, national park. Target Grammatical Structures in Use: -“Can” for Capability and Ability: (Tigers can attack their prey in the open savanna.) -“Must” for External Obligation: (Birds must travel long distances to find warmer habitats during the winter months.) -“Wh-questions” (where): (Where can you find lions in their natural habitat?) - Comparative and Superlative Adjectives: (A tiger is bigger than a monkey.) (The lion is the strongest animal in the forest.)	**ENG.5.7.P1** **ENG.5.7.R1** **ENG.5.7.R2** **ENG.5.7.R3** **ENG.5.7.R4** **ENG.5.7.V1** **ENG.5.7.G1** **ENG.5.7.W1** **ENG.5.7.W2** **ENG.5.7.W3** **ENG.5.7.W4** **ENG.5.7.W5** **ENG.5.7.W6** **ENG.5.7.S1** **ENG.5.7.S2** **ENG.5.7.S3** **ENG.5.7.S4** **ENG.5.7.S5** **ENG.5.7.S6**	conditions and their protection. The project could include Internet search, collecting pictures, recording sounds etc. 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
				Functions of the Target Grammatical Structures in Use: -Use of Modal “Can” for Capability and Ability: Expressing the ability of animals or people to to do something (to perform an action. -Use of Modal “Must” for External Obligation: Expressing an obligation or necessity arising from external circumstances or rules. -Use of “Wh-questions” (where): Asking about the location or place where an action occurs or something exists. -Use of Comparative and Superlative Adjectives: Comparing characteristics of animals, things, an/ord people *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: That is the lion's share! Don't forget, curiosity killed the cat! Please stop crying wolf! Target Phonological Sounds in Use: q, r, s, t, u Vowel: u: (/ju /, / /, / ju /) Consonants: q: /kju /, r: / (Br), /r/ (AmE); s: (/ s/, / s/, /); t: (/ti /, /) *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.		
31	10–14 Mayıs	3	Theme 7: Lıfe In Nature	Sub-themes: Types of animals in nature; wild animals in nature; their habitats Target Vocabulary in Use: Vocabulary for types of animals in nature: Nouns: A bird, an insect, a reptile, a mammal.	**ENG.5.7.L1** **ENG.5.7.L2** **ENG.5.7.L3** **ENG.5.7.L4** **ENG.5.7.P1** **ENG.5.7.R1** **ENG.5.7.R2** **ENG.5.7.R3**	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a project about wild animals in terms of their living conditions and their protection. The project could include Internet search, collecting pictures, recording sounds etc. The assignment will be evaluated by using a rubric scheme, a

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Adjectives: Wild, huge, enormous, furry, quiet, scary, quick, strong, dangerous, fast, slow. Body parts of animals: Nouns: A tail, a tusk, a paw, a wing. Vocabulary for wild animals in nature: Nouns: A bear, a lion, a tiger, a wolf, a giraffe, a monkey, an elephant, a zebra, a penguin, a parrot, a snake, a crocodile, a gorilla, a leopard, a whale, an eagle, a shark, a seal, a seagull. Verbs: To attack, to move, to hunt, to run, to survive, to talk, to fly, to climb, to swing. Vocabulary for their habitats: Nouns: A farm, a field, a forest, a jungle, a river, a coast, a savanna (savannah-AmE), an ocean, the sky, national park. Target Grammatical Structures in Use: -“Can” for Capability and Ability: (Tigers can attack their prey in the open savanna.) -“Must” for External Obligation: (Birds must travel long distances to find warmer habitats during the winter months.) -“Wh-questions” (where): (Where can you find lions in their natural habitat?) - Comparative and Superlative Adjectives: (A tiger is bigger than a monkey.) (The lion is the strongest animal in the forest.) Functions of the Target Grammatical Structures in Use: -Use of Modal “Can” for Capability and Ability:	**ENG.5.7.R4** **ENG.5.7.V1** **ENG.5.7.G1** **ENG.5.7.W1** **ENG.5.7.W2** **ENG.5.7.W3** **ENG.5.7.W4** **ENG.5.7.W5** **ENG.5.7.W6** **ENG.5.7.S1** **ENG.5.7.S2** **ENG.5.7.S3** **ENG.5.7.S4** **ENG.5.7.S5** **ENG.5.7.S6**	rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Expressing the ability of animals or people to to do something (to perform an action. -Use of Modal “Must” for External Obligation: Expressing an obligation or necessity arising from external circumstances or rules. -Use of “Wh-questions” (where): Asking about the location or place where an action occurs or something exists. -Use of Comparative and Superlative Adjectives: Comparing characteristics of animals, things, an/ord people *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 in Use: That is the lion's share! Don't forget, curiosity killed the cat! Please stop crying wolf! Target Phonological Sounds in Use: q, r, s, t, u Vowel: u: (/ju /, / /, / ju /) Consonants: q: /kju /, r: / (ɹr), /r/ (AmE); s: (/ s/, / s/, ʃ/); t: (/ti /, ʧ/) *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.		
32	17–21 Mayıs	3	Theme 7: Lıfe In Nature	Sub-themes: Types of animals in nature; wild animals in nature; their habitats Target Vocabulary in Use: Vocabulary for types of animals in nature: Nouns: A bird, an insect, a reptile, a mammal. Adjectives: Wild, huge, enormous, furry, quiet, scary, quick, strong, dangerous, fast, slow. Body parts of	**ENG.5.7.L1** **ENG.5.7.L2** **ENG.5.7.L3** **ENG.5.7.L4** **ENG.5.7.P1** **ENG.5.7.R1** **ENG.5.7.R2** **ENG.5.7.R3** **ENG.5.7.R4** **ENG.5.7.V1** **ENG.5.7.G1** **ENG.5.7.W1**	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a project about wild animals in terms of their living conditions and their protection. The project could include Internet search, collecting pictures, recording sounds etc. 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

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				animals: Nouns: A tail, a tusk, a paw, a wing. Vocabulary for wild animals in nature: Nouns: A bear, a lion, a tiger, a wolf, a giraffe, a monkey, an elephant, a zebra, a penguin, a parrot, a snake, a crocodile, a gorilla, a leopard, a whale, an eagle, a shark, a seal, a seagull. Verbs: To attack, to move, to hunt, to run, to survive, to talk, to fly, to climb, to swing. Vocabulary for their habitats: Nouns: A farm, a field, a forest, a jungle, a river, a coast, a savanna (savannah-AmE), an ocean, the sky, national park. Target Grammatical Structures in Use: -"Can" for Capability and Ability: (Tigers can attack their prey in the open savanna.) -"Must" for External Obligation: (Birds must travel long distances to find warmer habitats during the winter months.) -"Wh-questions" (where): (Where can you find lions in their natural habitat?) - Comparative and Superlative Adjectives: (A tiger is bigger than a monkey.) (The lion is the strongest animal in the forest.) Functions of the Target Grammatical Structures in Use: -Use of Modal "Can" for Capability and Ability: Expressing the ability of animals or people to to do something (to perform an action. -Use of Modal "Must" for	**ENG.5.7.W2** **ENG.5.7.W3** **ENG.5.7.W4** **ENG.5.7.W5** **ENG.5.7.W6** **ENG.5.7.S1** **ENG.5.7.S2** **ENG.5.7.S3** **ENG.5.7.S4** **ENG.5.7.S5** **ENG.5.7.S6**	and Sports Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				External Obligation: Expressing an obligation or necessity arising from external circumstances or rules. -Use of “Wh-questions” (where): Asking about the location or place where an action occurs or something exists. -Use of Comparative and Superlative Adjectives: Comparing characteristics of animals, things, an/ord people *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 in Use: That is the lion's share! Don't forget, curiosity killed the cat! Please stop crying wolf! Target Phonological Sounds in Use: q, r, s, t, u Vowel: u: (/ju /, / /, / ju /) Consonants: q: /kju /, r: / (ɜr), /r/ (AmE); s: (/ s/, / s/, z/); t: (/ti /, t/) *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.		
33	24–28 Mayıs	3	Theme 8: Lıfe In The Unıverse And Future	Sub-theme: Planet Earth; holidays; school holidays, places, activities, and plans for holidays Target Vocabulary in Use: Vocabulary for Planet Earth: Nouns: A climate, a continent, a desert, a valley, a lake, an ocean, a rock, a season, sky, a temperature, a sand dune, a river, a coral reef, a canyon, an island. Verbs: To rise. Vocabulary for school holidays: Nouns: Tourism, a summer/	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project about their dream summer holiday. The project will include an internet search to find interesting places, collecting pictures, and recording sounds that represent their ideal holiday. They can also add short descriptions and creative elements to show what activities, places, and experiences they would like to enjoy during their dream summer vacation. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 29 May,

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				winter/spring/half-term holiday. Verbs: To pack, to recommend, to need, to explore, to visit. Adjectives: Fun, peaceful, historical, magical, amazing, historical, famous, calm. Prepositions: Including. Vocabulary for school holidays, places, activities, and plans for holidays: Nouns: An opportunity, a tower, a tour, a journey, a trip, sightseeing, a holiday (vacation-AmE), a beach, a museum, a zoo, an amusement park, a view, a bridge, a jolly, a seaside, a destination, a sandcastle, a seashell. Verbs: To invite, to involve, to rest, to book, to relax. Target Grammatical Structures in Use: -“Be Going to Future Tense” for plans: (My family is going to spend the holiday watching documentaries about life in the universe). Functions of the Target Grammatical Structures in Use: -Use of “Be Going to Future Tense” for plans: Expressing actions and/or events that have already planned and/or likely to happen in the future. Target Social Language in Use: Let’s take a stroll! Let’s take a breather during the holiday! We’re going on a jolly to the seaside! *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National	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** **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 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.	Conquest of İstanbul

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Phonological Sounds in Use: v, w, x, y, z Consonants: v: (/vi /, / v/); w: (/w/); x: (/ ks/, / ks/, /gz/); y: (/wa /), / j/, / , i /)z: /zed/		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Br), /ziː/ (AmE), /z/). *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
34	31 Mayıs – 4 Haziran	3	Theme 8: Lıfe In The Unıverse And Future	Sub-theme: Planet Earth; holidays; school holidays, places, activities, and plans for holidays Target Vocabulary in Use: Vocabulary for Planet Earth: Nouns: A climate, a continent, a desert, a valley, a lake, an ocean, a rock, a season, sky, a temperature, a sand dune, a river, a coral reef, a canyon, an island. Verbs: To rise. Vocabulary for school holidays: Nouns: Tourism, a summer/ winter/spring/half-term holiday. Verbs: To pack, to recommend, to need, to explore, to visit. Adjectives: Fun, peaceful, historical, magical, amazing, historical, famous, calm. Prepositions: Including. Vocabulary for school holidays, places, activities, and plans for holidays: Nouns: An opportunity, a tower, a tour, a journey, a trip, sightseeing, a holiday (vacation-AmE), a beach, a museum, a zoo, an amusement park, a view, a bridge, a jolly, a seaside, a destination, a sandcastle, a seashell. Verbs: To invite, to involve, to rest, to book, to relax. Target Grammatical Structures in Use: -"Be Going to Future	**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** **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 others.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project about their dream summer holiday. The project will include an internet search to find interesting places, collecting pictures, and recording sounds that represent their ideal holiday. They can also add short descriptions and creative elements to show what activities, places, and experiences they would like to enjoy during their dream summer vacation. 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
				Tense" for plans: (My family is going to spend the holiday watching documentaries about life in the universe). Functions of the Target Grammatical Structures in Use: -Use of "Be Going to Future Tense" for plans: Expressing actions and/or events that have already planned and/or likely to happen in the future. Target Social Language in Use: Let's take a stroll! Let's take a breather during the holiday! We're going on a jolly to the seaside! *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	**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
				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 Phonological Sounds in Use: v, w, x, y, z Consonants: v: (/vi /, /v/); w: (/w/); x: (/ ks/, /ks/, /gz/); y: (/wa /), /j/, / /, / /)z: /zed/ (Br), /zi /(AmE), /z/). *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
35	7–11 Haziran	3	Theme 8: Lıfe In The Unıverse And Future	Sub-theme: Planet Earth; holidays; school holidays, places, activities, and plans for holidays Target Vocabulary in Use: Vocabulary for Planet Earth: Nouns: A climate, a continent, a desert, a valley, a lake, an ocean, a rock, a season, sky, a temperature, a sand dune, a river, a coral reef, a canyon, an island. Verbs: To rise. Vocabulary for school holidays: Nouns: Tourism, a summer/ winter/spring/half-term holiday. Verbs: To pack,	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project about their dream summer holiday. The project will include an internet search to find interesting places, collecting pictures, and recording sounds that represent their ideal holiday. They can also add short descriptions and creative elements to show what activities, places, and experiences they would like to enjoy during their dream summer vacation. 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 recommend, to need, to explore, to visit. Adjectives: Fun, peaceful, historical, magical, amazing, historical, famous, calm. Prepositions: Including. Vocabulary for school holidays, places, activities, and plans for holidays: Nouns: An opportunity, a tower, a tour, a journey, a trip, sightseeing, a holiday (vacation-AmE), a beach, a museum, a zoo, an amusement park, a view, a bridge, a jolly, a seaside, a destination, a sandcastle, a seashell. Verbs: To invite, to involve, to rest, to book, to relax. Target Grammatical Structures in Use: -"Be Going to Future Tense" for plans: (My family is going to spend the holiday watching documentaries about life in the universe). Functions of the Target Grammatical Structures in Use: -Use of "Be Going to Future Tense" for plans: Expressing actions and/or events that have already planned and/or likely to happen in the future. Target Social Language in Use: Let's take a stroll! Let's take a breather during the holiday! We're going on a jolly to the seaside! *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May	**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** **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 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
				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 Phonological Sounds in Use: v, w, x, y, z Consonants: v: (/vi /, / v/); w: (/w/); x: (/ ks/, / ks/, /gz/); y: (/wa /), / j/, / , i /)z: /zed/ (Br), /zi /(AmE), /z/). *(Phonetic symbols will		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				not be taught. Only sounds will be practised through the target words in the theme.)		
36	14–18 Haziran	3	Theme 8: Lıfe In The Unıverse And Future	Sub-theme: Planet Earth; holidays; school holidays, places, activities, and plans for holidays Target Vocabulary in Use: Vocabulary for Planet Earth: Nouns: A climate, a continent, a desert, a valley, a lake, an ocean, a rock, a season, sky, a temperature, a sand dune, a river, a coral reef, a canyon, an island. Verbs: To rise. Vocabulary for school holidays: Nouns: Tourism, a summer/ winter/spring/half-term holiday. Verbs: To pack, to recommend, to need, to explore, to visit. Adjectives: Fun, peaceful, historical, magical, amazing, historical, famous, calm. Prepositions: Including. Vocabulary for school holidays, places, activities, and plans for holidays: Nouns: An opportunity, a tower, a tour, a journey, a trip, sightseeing, a holiday (vacation-AmE), a beach, a museum, a zoo, an amusement park, a view, a bridge, a jolly, a seaside, a destination, a sandcastle, a seashell. Verbs: To invite, to involve, to rest, to book, to relax. Target Grammatical Structures in Use: -"Be Going to Future Tense" for plans: (My family is going to spend	**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** **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 others. **ENG.5.8.S1** Students can get ready for speaking-expression process about the current content on "life in the	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project about their dream summer holiday. The project will include an internet search to find interesting places, collecting pictures, and recording sounds that represent their ideal holiday. They can also add short descriptions and creative elements to show what activities, places, and experiences they would like to enjoy during their dream summer vacation. 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 holiday watching documentaries about life in the universe). Functions of the Target Grammatical Structures in Use: -Use of “Be Going to Future Tense” for plans: Expressing actions and/ or events that have already planned and/or likely to happen in the future. Target Social Language in Use: Let’s take a stroll! Let’s take a breather during the holiday! We’re going on a jolly to the seaside! *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,	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
				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 Phonological Sounds in Use: v, w, x, y, z Consonants: v: (/vi /, /v/); w: (/w/); x: (/ ks/, /ks/, /gz/); y: (/wa /), /j/, / /, i /)z: /zed/ (Br), /zi /(AmE), /z/). *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
37	21–25 Haziran	SOCIAL ACTIVITIES	(Sosyal etkinlik)			

Kaynak: MEB İNGİLİZCE (2-8. SINIF) TASLAK YILLIK ÇERÇEVE PLAN.xlsx (TYMM 5) · https://tymm.meb.gov.tr/assets/file/ingilizce-dersi-yillik-planlar_20260902_114918_045.zip · Kontrol: 2026-11-20. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.