2026-2027 Eğitim-Öğretim Yılı · İngilizce 6. sınıf · Çoklu Yabancı Dil Eğitim Modeli Çerçeve Yıllık Planı

Haftalık 8 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	8	Orıentatıon			15 July, Democracy and National Unity Day Primary Education Week
2	21–25 Eylül	8	Revısıon (Tekrar)			26 September, Turkish Language Day
3	28 Eylül – 2 Ekim	8	Revısıon (Tekrar)			
4	5–9 Ekim	8	Theme 1: School Lıfe & Educatıon	SCHOOL LIFE & EDUCATION Sub-theme: School rules; people, roles and responsibilities at school; school routines; national and religious days, festivals, and celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for competitions, events, and celebrations at school: Nouns: An agency, a debate, a defeat, defence, a failure, a finalist, a mission, motivation, a goal, an obstacle, a peer, a pitch, a proposer, a referee, a reward, registration, a rehearsal, a replay, an opponent, a semi-finalist, a slogan, a spectator, a tournament, a victory, a challenge, a committee. Verbs: To oppose, to accompany, to cancel, to defeat, to register, to reward, to overcome, to shoot, to assign, to participate. Adjectives: Festive, opposing, offensive, amusing, charming, miserable, well-argued, rewarding. Vocabulary for making	**ENG.6.1.L1** Students can get ready for the listening/watching-comprehension process for the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” carefully. **ENG.6.1.L2** Students can bring information about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” together through significant details and main components while listening/watching it. **ENG.6.1.L3** Students can make meaning of/derive meaning from the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” through significant details by listening/ watching it carefully. **ENG.6.1.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 roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.P1** Students can select and use the target phonological elements of the current content about “school life with roles, and responsibilities at school; school routines; 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.6.1.R1** Students can get ready for the reading-comprehension process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.R2** Students can bring information about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.1.R3** Students can make meaning of / derive meaning from the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” by reading it carefully. **ENG.6.1.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life with roles, and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.6.1.V1** Students can select and use the target vocabulary of the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.1.G1** Students can select and use the target grammatical elements of the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.1.W1** Students can get ready for the writing-expression process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.W2** Students can understand the model/example for the writing task about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.W3** Students can organise a content for the assigned writing task on the current content “school life with roles, and responsibilities at school; school routines; national days and celebrations” based on the model/example provided. **ENG.6.1.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 project plan describing a special event to improve school life. They will write the name of the event, its activities, and its positive impact on the school community. For example, they can write about organising a sports competition, a music concert, or a drama festival, writing details about how it will make a school a more enjoyable and friendly place. Students will also design a creative cover for their project to match their theme and present their ideas 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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				schools better places: Nouns: Accessibility, aid, discipline, diversity, infrastructure, joy, leadership, mentorship, a permit, a procedure, silence, disappointment, an animation, output, confusion, conservation. Verbs: To aid, to enhance, to implement, to innovate, to inspire, to obey, to permit, to redesign, to prioritise, to transform, to distract, to encourage. Adjectives: Engaging, motivating, diverse, inspiring, effective, competitive. Adverbs: Thoughtfully. Target Grammatical Structures in Use: Target Grammatical Structures in Use: -The Simple Present Tense (like, prefer, understand, want, need, know, mean, believe, remember, forget) versus The Present Progressive Tense: (I always study for my exams very hard. I am studying for the English exam right now). -Adverbs of Frequency (always, never, seldom, sometimes, often, etc.): (Participants always follow the rules of the competition). - “May and Might” for Polite Requests: (May I participate in the competition as a finalist this year?). - “Can and Could” for Polite Requests: (Can you please help me with the decoration? Could we change the infrastructure for better accessibility for participants?)	“school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people. **ENG.6.1.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with roles, and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.6.1.S1** Students can get ready for speaking-expression process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.S2** Students can use the model/example for producing verbal content about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.S3** Students can organise a new verbal content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.6.1.S4** Students can construct a new verbal content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.6.1.S5** Students can reorganise (reconstruct) and use information about the “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people. **ENG.6.1.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “school life with roles, and responsibilities at school; school routines; 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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				-Question Tags: (You want to watch the final match, don't you?) -Articles and Quantifiers (a, an, the, zero article, one): (I need a volunteer to assist with the decorations). - "Shall" for Polite Requests: (Shall we review the rules before the final debate begins?). Functions of the Grammatical Structures in Use: -Use of the Simple Present Tense (like, prefer, understand, want, need, know, mean, believe, remember, forget) vs the Present Progressive Tense: Discriminating regular actions, general truths, or habits and ongoing actions or situations. -Use of Adverbs of Frequency (always, never, seldom, sometimes, often, etc.): Describing the frequency of an action, state, or event. -Use of "May and Might" for Polite Requests: Making polite requests. -Use of "Can and Could" for Polite Requests: Making polite requests. -Use of "Question Tags": Confirming positive or negative ideas. -Use of "Articles and Quantifiers" (a, an, the, zero article, one): Defining the specificity, generality and amount of nouns. -Use of "Shall" for Polite Requests: Making polite requests. *National and Religious Days, Festivals and Celebrations: "29		

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				October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Phonological Sounds in Use: Our headmaster manages our school by the book!		

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				Let's study hard and ace all tests at school! We're in the right state before the debate! Stop messing around! We've got a lot of work to do for the competition. Target Phonological Aspects and Sounds in Use: Intonation of positive statements *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
5	12–16 Ekim	8	Theme 1: School Lıfe & Educatıon	SCHOOL LIFE & EDUCATION Sub-theme: School rules; people, roles and responsibilities at school; school routines; national and religious days, festivals, and celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for competitions, events, and celebrations at school: Nouns: An agency, a debate, a defeat, defence, a failure, a finalist, a mission, motivation, a goal, an obstacle, a peer, a pitch, a proposer, a referee, a reward, registration, a rehearsal, a replay, an opponent, a semi-finalist, a slogan, a spectator, a tournament, a victory, a challenge, a committee. Verbs: To oppose, to accompany, to cancel, to defeat, to register, to reward, to	**ENG.6.1.L1** Students can get ready for the listening/watching-comprehension process for the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" carefully. **ENG.6.1.L2** Students can bring information about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" together through significant details and main components while listening/watching it. **ENG.6.1.L3** Students can make meaning of/derive meaning from the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" through significant details by listening/watching it carefully. **ENG.6.1.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 roles, and responsibilities at school; school routines; national days and celebrations". **ENG.6.1.P1** Students can select and use the target phonological elements of the current content about "school life with roles, and responsibilities at school; school routines; 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.6.1.R1** Students can get ready for the reading-comprehension process about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations". **ENG.6.1.R2** Students can bring information about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.1.R3** Students can make meaning of / derive meaning from the current content about "school life with roles, and responsibilities at school; school routines; national days and celebrations" by reading it carefully. **ENG.6.1.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "school life with roles, and responsibilities at school; school routines; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.6.1.V1** Students can select and use the target vocabulary of the current content about "school life with roles, and responsibilities at school; school routines; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.1.G1** Students can select and use the target grammatical elements of the current content about "school life with roles, and responsibilities at school; school routines; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.1.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 project plan describing a special event to improve school life. They will write the name of the event, its activities, and its positive impact on the school community. For example, they can write about organising a sports competition, a music concert, or a drama festival, writing details about how it will make a school a more enjoyable and friendly place. Students will also design a creative cover for their project to match their theme and present their ideas 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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				overcome, to shoot, to assign, to participate. Adjectives: Festive, opposing, offensive, amusing, charming, miserable, well-argued, rewarding. Vocabulary for making schools better places: Nouns: Accessibility, aid, discipline, diversity, infrastructure, joy, leadership, mentorship, a permit, a procedure, silence, disappointment, an animation, output, confusion, conservation. Verbs: To aid, to enhance, to implement, to innovate, to inspire, to obey, to permit, to redesign, to prioritise, to transform, to distract, to encourage. Adjectives: Engaging, motivating, diverse, inspiring, effective, competitive. Adverbs: Thoughtfully. Target Grammatical Structures in Use: Target Grammatical Structures in Use: -The Simple Present Tense (like, prefer, understand, want, need, know, mean, believe, remember, forget) versus The Present Progressive Tense: (I always study for my exams very hard. I am studying for the English exam right now). -Adverbs of Frequency (always, never, seldom, sometimes, often, etc.): (Participants always follow the rules of the competition). - “May and Might” for Polite Requests: (May I participate in the competition as a finalist this year?).	roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.W2** Students can understand the model/example for the writing task about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.W3** Students can organise a content for the assigned writing task on the current content “school life with roles, and responsibilities at school; school routines; national days and celebrations” based on the model/example provided. **ENG.6.1.W4** Students can individually construct/form content for the assigned writing task on the current content “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people. **ENG.6.1.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with roles, and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.6.1.S1** Students can get ready for speaking-expression process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.S2** Students can use the model/example for producing verbal content about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.S3** Students can organise a new verbal content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.6.1.S4** Students can construct a new verbal content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.6.1.S5** Students can reorganise (reconstruct) and use information about the “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people. **ENG.6.1.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “school life with roles, and responsibilities at school; school routines; 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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				- “Can and Could” for Polite Requests: (Can you please help me with the decoration? Could we change the infrastructure for better accessibility for participants?) -Question Tags: (You want to watch the final match, don’t you?) -Articles and Quantifiers (a, an, the, zero article, one): (I need a volunteer to assist with the decorations). - “Shall” for Polite Requests: (Shall we review the rules before the final debate begins?). Functions of the Grammatical Structures in Use: -Use of the Simple Present Tense (like, prefer, understand, want, need, know, mean, believe, remember, forget) vs the Present Progressive Tense: Discriminating regular actions, general truths, or habits and ongoing actions or situations. -Use of Adverbs of Frequency (always, never, seldom, sometimes, often, etc.): Describing the frequency of an action, state, or event. -Use of “May and Might” for Polite Requests: Making polite requests. -Use of “Can and Could” for Polite Requests: Making polite requests. -Use of “Question Tags”: Confirming positive or negative ideas. -Use of “Articles and Quantifiers” (a, an, the, zero article, one): Defining the specificity,		

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				introduction to the whole English Language Curriculum. Target Phonological Sounds in Use: Our headmaster manages our school by the book! Let's study hard and ace all tests at school! We're in the right state before the debate! Stop messing around! We've got a lot of work to do for the competition. Target Phonological Aspects and Sounds in Use: Intonation of positive statements *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
6	19–23 Ekim	8	Theme 1: School Lıfe & Educatıon	SCHOOL LIFE & EDUCATION Sub-theme: School rules; people, roles and responsibilities at school; school routines; national and religious days, festivals, and celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for competitions, events, and celebrations at school: Nouns: An agency, a debate, a defeat, defence, a failure, a finalist, a mission, motivation, a goal, an obstacle, a peer, a pitch, a proposer, a referee, a reward, registration, a rehearsal, a replay, an opponent, a	**ENG.6.1.L1** Students can get ready for the listening/watching-comprehension process for the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" carefully. **ENG.6.1.L2** Students can bring information about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" together through significant details and main components while listening/watching it. **ENG.6.1.L3** Students can make meaning of/derive meaning from the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" through significant details by listening/watching it carefully. **ENG.6.1.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 roles, and responsibilities at school; school routines; national days and celebrations". **ENG.6.1.P1** Students can select and use the target phonological elements of the current content about "school life with roles, and responsibilities at school; school routines; 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.6.1.R1** Students can get ready for the reading-comprehension process about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations". **ENG.6.1.R2** Students can bring information about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.1.R3** Students can make meaning of / derive meaning from the current content about "school life with roles, and responsibilities at school; school routines; national days and celebrations" by reading it carefully. **ENG.6.1.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "school life with roles, and responsibilities at school; school	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project plan describing a special event to improve school life. They will write the name of the event, its activities, and its positive impact on the school community. For example, they can write about organising a sports competition, a music concert, or a drama festival, writing details about how it will make a school a more enjoyable and friendly place. Students will also design a creative cover for their project to match their theme and present their ideas 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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				semi-finalist, a slogan, a spectator, a tournament, a victory, a challenge, a committee. Verbs: To oppose, to accompany, to cancel, to defeat, to register, to reward, to overcome, to shoot, to assign, to participate. Adjectives: Festive, opposing, offensive, amusing, charming, miserable, well-argued, rewarding. Vocabulary for making schools better places: Nouns: Accessibility, aid, discipline, diversity, infrastructure, joy, leadership, mentorship, a permit, a procedure, silence, disappointment, an animation, output, confusion, conservation. Verbs: To aid, to enhance, to implement, to innovate, to inspire, to obey, to permit, to redesign, to prioritise, to transform, to distract, to encourage. Adjectives: Engaging, motivating, diverse, inspiring, effective, competitive. Adverbs: Thoughtfully. Target Grammatical Structures in Use: Target Grammatical Structures in Use: -The Simple Present Tense (like, prefer, understand, want, need, know, mean, believe, remember, forget) versus The Present Progressive Tense: (I always study for my exams very hard. I am studying for the English exam right now). -Adverbs of Frequency (always, never, seldom, sometimes, often, etc.):	routines; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.6.1.V1** Students can select and use the target vocabulary of the current content about "school life with roles, and responsibilities at school; school routines; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.1.G1** Students can select and use the target grammatical elements of the current content about "school life with roles, and responsibilities at school; school routines; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.1.W1** Students can get ready for the writing-expression process about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations". **ENG.6.1.W2** Students can understand the model/example for the writing task about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations". **ENG.6.1.W3** Students can organise a content for the assigned writing task on the current content "school life with roles, and responsibilities at school; school routines; national days and celebrations" based on the model/example provided. **ENG.6.1.W4** Students can individually construct/form content for the assigned writing task on the current content "school life with roles, and responsibilities at school; school routines; national days and celebrations". **ENG.6.1.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "school life with roles, and responsibilities at school; school routines; national days and celebrations" to communicate with other people. **ENG.6.1.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "school life with roles, and responsibilities at school; school routines; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.6.1.S1** Students can get ready for speaking-expression process about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations". **ENG.6.1.S2** Students can use the model/example for producing verbal content about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations". **ENG.6.1.S3** Students can organise a new verbal content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" by speaking accurately, efficiently, and authentically. **ENG.6.1.S4** Students can construct a new verbal content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" by speaking accurately, efficiently, and authentically. **ENG.6.1.S5** Students can reorganise (reconstruct) and use information about the "school life with roles, and responsibilities at school; school routines; national days and celebrations" to communicate with other people. **ENG.6.1.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "school life with roles, and responsibilities at school; school routines; 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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Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Making polite requests. -Use of “Question Tags”: Confirming positive or negative ideas. -Use of “Articles and Quantifiers” (a, an, the, zero article, one): Defining the specificity, generality and amount of nouns. -Use of “Shall” for Polite Requests: Making polite requests. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Phonological Sounds in Use: Our headmaster manages our school by the book! Let's study hard and ace all tests at school! We're in the right state before the debate! Stop messing around! We've got a lot of work to do for the competition. Target Phonological Aspects and Sounds in Use: Intonation of positive statements *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
7	26–30 Ekim	8	Theme 1: School Lıfe & Educatıon	SCHOOL LIFE & EDUCATION Sub-theme: School rules; people, roles and responsibilities at school; school routines; national and religious days, festivals, and celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for competitions, events, and celebrations at school: Nouns: An agency, a debate, a defeat,	**ENG.6.1.L1** Students can get ready for the listening/watching-comprehension process for the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" carefully. **ENG.6.1.L2** Students can bring information about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" together through significant details and main components while listening/watching it. **ENG.6.1.L3** Students can make meaning of/derive meaning from the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" through significant details by listening/watching it carefully. **ENG.6.1.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 roles, and responsibilities at school; school routines; national days and celebrations". **ENG.6.1.P1** Students can select and use the target phonological elements of the current content about "school life with roles, and responsibilities at school; school routines; 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.6.1.R1** Students can get ready for the reading-comprehension process about the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations".	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project plan describing a special event to improve school life. They will write the name of the event, its activities, and its positive impact on the school community. For example, they can write about organising a sports competition, a music concert, or a drama festival, writing details about how it will make a school a more enjoyable and friendly place. Students will also design a creative cover for their project to match their theme and present their ideas to the class. The

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				defence, a failure, a finalist, a mission, motivation, a goal, an obstacle, a peer, a pitch, a proposer, a referee, a reward, registration, a rehearsal, a replay, an opponent, a semi-finalist, a slogan, a spectator, a tournament, a victory, a challenge, a committee. Verbs: To oppose, to accompany, to cancel, to defeat, to register, to reward, to overcome, to shoot, to assign, to participate. Adjectives: Festive, opposing, offensive, amusing, charming, miserable, well-argued, rewarding. Vocabulary for making schools better places: Nouns: Accessibility, aid, discipline, diversity, infrastructure, joy, leadership, mentorship, a permit, a procedure, silence, disappointment, an animation, output, confusion, conservation. Verbs: To aid, to enhance, to implement, to innovate, to inspire, to obey, to permit, to redesign, to prioritise, to transform, to distract, to encourage. Adjectives: Engaging, motivating, diverse, inspiring, effective, competitive. Adverbs: Thoughtfully. Target Grammatical Structures in Use: Target Grammatical Structures in Use: -The Simple Present Tense (like, prefer, understand, want, need, know, mean, believe, remember, forget) versus The Present	**ENG.6.1.R2** Students can bring information about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.1.R3** Students can make meaning of / derive meaning from the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” by reading it carefully. **ENG.6.1.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life with roles, and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.6.1.V1** Students can select and use the target vocabulary of the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.1.G1** Students can select and use the target grammatical elements of the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.1.W1** Students can get ready for the writing-expression process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.W2** Students can understand the model/example for the writing task about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.W3** Students can organise a content for the assigned writing task on the current content “school life with roles, and responsibilities at school; school routines; national days and celebrations” based on the model/example provided. **ENG.6.1.W4** Students can individually construct/form content for the assigned writing task on the current content “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people. **ENG.6.1.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with roles, and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.6.1.S1** Students can get ready for speaking-expression process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.S2** Students can use the model/example for producing verbal content about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”. **ENG.6.1.S3** Students can organise a new verbal content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.6.1.S4** Students can construct a new verbal content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically. **ENG.6.1.S5** Students can reorganise (reconstruct) and use information about the “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people. **ENG.6.1.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people in relation to themselves or others, both individually and/or with others.	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
				Progressive Tense: (I always study for my exams very hard. I am studying for the English exam right now). -Adverbs of Frequency (always, never, seldom, sometimes, often, etc.): (Participants always follow the rules of the competition). - “May and Might” for Polite Requests: (May I participate in the competition as a finalist this year?). - “Can and Could” for Polite Requests: (Can you please help me with the decoration? Could we change the infrastructure for better accessibility for participants?) -Question Tags: (You want to watch the final match, don’t you?) -Articles and Quantifiers (a, an, the, zero article, one): (I need a volunteer to assist with the decorations). - “Shall” for Polite Requests: (Shall we review the rules before the final debate begins?). Functions of the Grammatical Structures in Use: -Use of the Simple Present Tense (like, prefer, understand, want, need, know, mean, believe, remember, forget) vs the Present Progressive Tense: Discriminating regular actions, general truths, or habits and ongoing actions or situations. -Use of Adverbs of Frequency (always, never, seldom, sometimes, often, etc.):		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Describing the frequency of an action, state, or event. -Use of “May and Might” for Polite Requests: Making polite requests. -Use of “Can and Could” for Polite Requests: Making polite requests. -Use of “Question Tags”: Confirming positive or negative ideas. -Use of “Articles and Quantifiers” (a, an, the, zero article, one): Defining the specificity, generality and amount of nouns. -Use of “Shall” for Polite Requests: Making polite requests. *National and Religious Days, Festivals and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific		

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				examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Phonological Sounds in Use: Our headmaster manages our school by the book! Let's study hard and ace all tests at school! We're in the right state before the debate! Stop messing around! We've got a lot of work to do for the competition. Target Phonological Aspects and Sounds in Use: Intonation of positive statements *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
8	2–6 Kasım	8	Theme 2: Classroom Lıfe & Learnıng	CLASSROOM LIFE & LEARNING Sub-themes: Preferences for learning activities; preferences for learning technologies Target Vocabulary in Use (with revisional vocabulary): Vocabulary for	**ENG.6.2.L1** Students can get ready for the listening/watching-comprehension process for the current content on "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" carefully. **ENG.6.2.L2** Students can bring information about the current content on "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" together through significant details and main components while listening/ watching it. **ENG.6.2.L3** Students can make meaning of/derive meaning from the current content on "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" through significant details by listening/watching it carefully.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				preferences for learning activities: Nouns: An illustration, a concept, brainstorming, an exploration, feedback, a principle, a rhythm, an evaluation, necessity, a preference, creativity, preparation, a reward, a mission, a partnership, an objective, an optimist. Verbs: To accomplish, to adapt, to boost, to brainstorm, to cope, to clarify, to establish, to evaluate, to fulfil, to hesitate, to outline, to pursue, to secure, to seek. Adjectives: Reflective, visual, memorable, satisfied. Adverbs: Commonly, essentially. Vocabulary for preferences for learning technologies: Nouns: Courage, feedback, a monitor, a mouse pad (mat-AmE), an instruction, a bug, a folder, a webcam, a touchscreen, volume, a database, electronics, a password, an interaction, an innovation, popularity, accessibility, practicality. Verbs: To edit, to install, to inform, to navigate, to personalise, to select, to monitor. Adjectives: Efficient, willing, virtual, super, technological, flexible, innovative, complicated, limited, handheld, user-friendly, immersive, cutting edge. Adverbs: Efficiently. Target Grammatical Structures in Use: -The Simple Present Tense for the Future: (The teacher clarifies the rules of the competition at the beginning of the lesson tomorrow).	**ENG.6.2.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 daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.P1** Students can select and use the target phonological elements of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.2.R1** Students can get ready for the reading-comprehension process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.R2** Students can bring information about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.2.R3** Students can make meaning of / derive meaning from the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100- 500; ordinal numbers 1-50” by reading it carefully. **ENG.6.2.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others. **ENG.6.2.V1** Students can select and use the target vocabulary of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100- 500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.2.G1** Students can select and use the target grammatical elements of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.2.W1** Students can get ready for the writing-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W2** Students can understand the model/example for the writing task about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W3** Students can organise a content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” based on the model/example provided. **ENG.6.2.W4** Students can individually construct/form content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people. **ENG.6.2.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others. **ENG.6.2.S1** Students can get ready for speaking-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.S2** Students can use the model/example for producing verbal content about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.S3** Students can organise a new verbal content on “classroom life with daily and study routines; learning	

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				-The Present Progressive for the Future: (They are accomplishing their goals by the end of the week). -The Present Progressive Tense with “Always”: (She is always adapting to new challenges with a reflective mindset.). -Question Tags with the Simple Present Tense for the Future and The Present Progressive Tense for Future: (The school organises an evaluation session tomorrow, doesn’t it?) (The school is organising an evaluation session tomorrow, isn’t it?) -Adjectives with “-ed and -ing”: (The rewarding experience made the participants feel truly fulfilled). -Correlative Conjunctions: (“Either”, “Neither) and Elliptical Responses: “So do I”, “I hope so”, etc.) (Neither the preparation nor the brainstorming boosts maximum creativity without teamwork). *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	activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically. **ENG.6.2.S4** Students can construct a new verbal content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically. **ENG.6.2.S5** Students can reorganise (reconstruct) and use information about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people. **ENG.6.2.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people in relation to themselves or others, both individually and/or with others.	

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				(communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Don't let your mind wander but focus! Take turns and play fair! The other team is out of our league! Target Phonological Sounds in Use: -Intonation of negative statements *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme. Functions of the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Structures in Use: -Use of the Simple Present Tense for the Future: Describing scheduled future events fixed with timetables or plans. -Use of the Present Progressive Tense for the Future: Describing planned future actions that are already arranged or decided. -Use of the Present Progressive Tense with “always”: Describing actions that cause irritation. -Use of “Question Tags” for related tenses: Confirming or clarifying information. -Use of “Adjectives” with “-ed vs -ing” ending: -ing: Describing the thing or situation that causes the feeling. With -ed: Describes how a person feels as a result of that thing or situation. -Use of “Correlative Conjunctions (either, neither)”: Describing two alternatives or a negative choice between two alternatives. -Use of Elliptical responses (So do I, I hope so etc.): Giving brief answers in a conversation to avoid unnecessary repetition.		
9	9–13 Kasım					10 November, Atatürk Memorial Day
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	8	Theme 2: Classroom Lıfe & Learnıng	CLASSROOM LIFE & LEARNING Sub-themes: Preferences for learning activities; preferences for learning technologies Target Vocabulary in Use (with revisional vocabulary):	**ENG.6.2.L1** Students can get ready for the listening/watching-comprehension process for the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” carefully. **ENG.6.2.L2** Students can bring information about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” together through significant details and main components while listening/ watching it. **ENG.6.2.L3** Students can make meaning of/derive meaning from the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” through significant details by listening/watching it carefully.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a digital presentation or a short video project titled “My Ideal Classroom”. They will describe their preferences for learning activities and technologies, explaining why

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for preferences for learning activities: Nouns: An illustration, a concept, brainstorming, an exploration, feedback, a principle, a rhythm, an evaluation, necessity, a preference, creativity, preparation, a reward, a mission, a partnership, an objective, an optimist. Verbs: To accomplish, to adapt, to boost, to brainstorm, to cope, to clarify, to establish, to evaluate, to fulfil, to hesitate, to outline, to pursue, to secure, to seek. Adjectives: Reflective, visual, memorable, satisfied. Adverbs: Commonly, essentially. Vocabulary for preferences for learning technologies: Nouns: Courage, feedback, a monitor, a mouse pad (mat-AmE), an instruction, a bug, a folder, a webcam, a touchscreen, volume, a database, electronics, a password, an interaction, an innovation, popularity, accessibility, practicality. Verbs: To edit, to install, to inform, to navigate, to personalise, to select, to monitor. Adjectives: Efficient, willing, virtual, super, technological, flexible, innovative, complicated, limited, handheld, user-friendly, immersive, cutting edge. Adverbs: Efficiently. Target Grammatical Structures in Use: -The Simple Present Tense for the Future: (The teacher clarifies the rules of the competition at the beginning	**ENG.6.2.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 daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.P1** Students can select and use the target phonological elements of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.2.R1** Students can get ready for the reading-comprehension process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.R2** Students can bring information about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.2.R3** Students can make meaning of / derive meaning from the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100- 500; ordinal numbers 1-50” by reading it carefully. **ENG.6.2.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others. **ENG.6.2.V1** Students can select and use the target vocabulary of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100- 500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.2.G1** Students can select and use the target grammatical elements of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.2.W1** Students can get ready for the writing-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W2** Students can understand the model/example for the writing task about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W3** Students can organise a content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” based on the model/example provided. **ENG.6.2.W4** Students can individually construct/form content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people. **ENG.6.2.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others. **ENG.6.2.S1** Students can get ready for speaking-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.S2** Students can use the model/example for producing verbal content about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.S3** Students can organise a new verbal content on “classroom life with daily and study routines; learning	they believe these methods are effective for their learning. For instance, the students will include activities they enjoy, such as group discussions, experiments, or games, and tools like tablets, interactive boards, or online learning platforms. They will organise their ideas clearly, use descriptive language, and provide reasons that support their preferences. Students will then present their projects to the class, engaging in a discussion about diverse learning styles and technologies in the English class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 20 November, Children’s Rights Day 24 November, Teachers' Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				of the lesson tomorrow). -The Present Progressive for the Future: (They are accomplishing their goals by the end of the week). -The Present Progressive Tense with “Always”: (She is always adapting to new challenges with a reflective mindset.). -Question Tags with the Simple Present Tense for the Future and The Present Progressive Tense for Future: (The school organises an evaluation session tomorrow, doesn’t it?) (The school is organising an evaluation session tomorrow, isn’t it?) -Adjectives with “-ed and -ing”: (The rewarding experience made the participants feel truly fulfilled). -Correlative Conjunctions: (“Either”, “Neither) and Elliptical Responses: “So do I”, “I hope so”, etc.) (Neither the preparation nor the brainstorming boosts maximum creativity without teamwork). *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	activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically. **ENG.6.2.S4** Students can construct a new verbal content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically. **ENG.6.2.S5** Students can reorganise (reconstruct) and use information about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people. **ENG.6.2.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” 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
				content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Don't let your mind wander but focus! Take turns and play fair! The other team is out of our league! Target Phonological Sounds in Use: -Intonation of negative statements *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Functions of the Grammatical Structures in Use: -Use of the Simple Present Tense for the Future: Describing scheduled future events fixed with timetables or plans. -Use of the Present Progressive Tense for the Future: Describing planned future actions that are already arranged or decided. -Use of the Present Progressive Tense with “always”: Describing actions that cause irritation. -Use of “Question Tags” for related tenses: Confirming or clarifying information. -Use of “Adjectives” with “-ed vs -ing” ending: -ing: Describing the thing or situation that causes the feeling. With -ed: Describes how a person feels as a result of that thing or situation. -Use of “Correlative Conjunctions (either, neither)”: Describing two alternatives or a negative choice between two alternatives. -Use of Elliptical responses (So do I, I hope so etc.): Giving brief answers in a conversation to avoid unnecessary repetition.		
11	30 Kasım – 4 Aralık	8	Theme 2: Classroom Lıfe & Learnıng	CLASSROOM LIFE & LEARNING Sub-themes: Preferences for learning activities; preferences for learning technologies Target Vocabulary in Use (with revisional vocabulary): Vocabulary for preferences for learning	**ENG.6.2.L1** Students can get ready for the listening/watching-comprehension process for the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” carefully. **ENG.6.2.L2** Students can bring information about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” together through significant details and main components while listening/ watching it. **ENG.6.2.L3** Students can make meaning of/derive meaning from the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” through significant details by listening/watching it carefully. **ENG.6.2.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a digital presentation or a short video project titled “My Ideal Classroom”. They will describe their preferences for learning activities and technologies, explaining why they believe these methods are effective for their learning. For

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				activities: Nouns: An illustration, a concept, brainstorming, an exploration, feedback, a principle, a rhythm, an evaluation, necessity, a preference, creativity, preparation, a reward, a mission, a partnership, an objective, an optimist. Verbs: To accomplish, to adapt, to boost, to brainstorm, to cope, to clarify, to establish, to evaluate, to fulfil, to hesitate, to outline, to pursue, to secure, to seek. Adjectives: Reflective, visual, memorable, satisfied. Adverbs: Commonly, essentially. Vocabulary for preferences for learning technologies: Nouns: Courage, feedback, a monitor, a mouse pad (mat-AmE), an instruction, a bug, a folder, a webcam, a touchscreen, volume, a database, electronics, a password, an interaction, an innovation, popularity, accessibility, practicality. Verbs: To edit, to install, to inform, to navigate, to personalise, to select, to monitor. Adjectives: Efficient, willing, virtual, super, technological, flexible, innovative, complicated, limited, handheld, user-friendly, immersive, cutting edge. Adverbs: Efficiently. Target Grammatical Structures in Use: -The Simple Present Tense for the Future: (The teacher clarifies the rules of the competition at the beginning of the lesson tomorrow). -The Present Progressive	whole listening/watching-comprehension process in relation to the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.P1** Students can select and use the target phonological elements of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.2.R1** Students can get ready for the reading-comprehension process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.R2** Students can bring information about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.2.R3** Students can make meaning of / derive meaning from the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100- 500; ordinal numbers 1-50” by reading it carefully. **ENG.6.2.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others. **ENG.6.2.V1** Students can select and use the target vocabulary of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100- 500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.2.G1** Students can select and use the target grammatical elements of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.2.W1** Students can get ready for the writing-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W2** Students can understand the model/example for the writing task about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W3** Students can organise a content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” based on the model/example provided. **ENG.6.2.W4** Students can individually construct/form content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people. **ENG.6.2.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others. **ENG.6.2.S1** Students can get ready for speaking-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.S2** Students can use the model/example for producing verbal content about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.S3** Students can organise a new verbal content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and	instance, the students will include activities they enjoy, such as group discussions, experiments, or games, and tools like tablets, interactive boards, or online learning platforms. They will organise their ideas clearly, use descriptive language, and provide reasons that support their preferences. Students will then present their projects to the class, engaging in a discussion about diverse learning styles and technologies in the English class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 3 December, International Day of Persons with Disabilities

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				for the Future: (They are accomplishing their goals by the end of the week). -The Present Progressive Tense with “Always”: (She is always adapting to new challenges with a reflective mindset.). -Question Tags with the Simple Present Tense for the Future and The Present Progressive Tense for Future: (The school organises an evaluation session tomorrow, doesn’t it?) (The school is organising an evaluation session tomorrow, isn’t it?) -Adjectives with “-ed and -ing”: (The rewarding experience made the participants feel truly fulfilled). -Correlative Conjunctions: (“Either”, “Neither) and Elliptical Responses: “So do I”, “I hope so”, etc.) (Neither the preparation nor the brainstorming boosts maximum creativity without teamwork). *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)	authentically. **ENG.6.2.S4** Students can construct a new verbal content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically. **ENG.6.2.S5** Students can reorganise (reconstruct) and use information about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people. **ENG.6.2.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” 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
				activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Don't let your mind wander but focus! Take turns and play fair! The other team is out of our league! Target Phonological Sounds in Use: -Intonation of negative statements *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme. Functions of the Grammatical Structures		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in Use: -Use of the Simple Present Tense for the Future: Describing scheduled future events fixed with timetables or plans. -Use of the Present Progressive Tense for the Future: Describing planned future actions that are already arranged or decided. -Use of the Present Progressive Tense with “always”: Describing actions that cause irritation. -Use of “Question Tags” for related tenses: Confirming or clarifying information. -Use of “Adjectives” with “-ed vs -ing” ending: -ing: Describing the thing or situation that causes the feeling. With -ed: Describes how a person feels as a result of that thing or situation. -Use of “Correlative Conjunctions (either, neither)”: Describing two alternatives or a negative choice between two alternatives. -Use of Elliptical responses (So do I, I hope so etc.): Giving brief answers in a conversation to avoid unnecessary repetition.		
12	7–11 Aralık	8	Theme 2: Classroom Lıfe & Learnıng	CLASSROOM LIFE & LEARNING Sub-themes: Preferences for learning activities; preferences for learning technologies Target Vocabulary in Use (with revisional vocabulary): Vocabulary for preferences for learning activities: Nouns: An illustration, a	**ENG.6.2.L1** Students can get ready for the listening/watching-comprehension process for the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” carefully. **ENG.6.2.L2** Students can bring information about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” together through significant details and main components while listening/ watching it. **ENG.6.2.L3** Students can make meaning of/derive meaning from the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” through significant details by listening/watching it carefully. **ENG.6.2.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 daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a digital presentation or a short video project titled “My Ideal Classroom”. They will describe their preferences for learning activities and technologies, explaining why they believe these methods are effective for their learning. For instance, the students will include activities

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				concept, brainstorming, an exploration, feedback, a principle, a rhythm, an evaluation, necessity, a preference, creativity, preparation, a reward, a mission, a partnership, an objective, an optimist. Verbs: To accomplish, to adapt, to boost, to brainstorm, to cope, to clarify, to establish, to evaluate, to fulfil, to hesitate, to outline, to pursue, to secure, to seek. Adjectives: Reflective, visual, memorable, satisfied. Adverbs: Commonly, essentially. Vocabulary for preferences for learning technologies: Nouns: Courage, feedback, a monitor, a mouse pad (mat-AmE), an instruction, a bug, a folder, a webcam, a touchscreen, volume, a database, electronics, a password, an interaction, an innovation, popularity, accessibility, practicality. Verbs: To edit, to install, to inform, to navigate, to personalise, to select, to monitor. Adjectives: Efficient, willing, virtual, super, technological, flexible, innovative, complicated, limited, handheld, user-friendly, immersive, cutting edge. Adverbs: Efficiently. Target Grammatical Structures in Use: -The Simple Present Tense for the Future: (The teacher clarifies the rules of the competition at the beginning of the lesson tomorrow). -The Present Progressive for the Future: (They are accomplishing their	**ENG.6.2.P1** Students can select and use the target phonological elements of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.2.R1** Students can get ready for the reading-comprehension process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.R2** Students can bring information about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.2.R3** Students can make meaning of / derive meaning from the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100- 500; ordinal numbers 1-50” by reading it carefully. **ENG.6.2.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others. **ENG.6.2.V1** Students can select and use the target vocabulary of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100- 500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.2.G1** Students can select and use the target grammatical elements of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.2.W1** Students can get ready for the writing-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W2** Students can understand the model/example for the writing task about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W3** Students can organise a content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” based on the model/example provided. **ENG.6.2.W4** Students can individually construct/form content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people. **ENG.6.2.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others. **ENG.6.2.S1** Students can get ready for speaking-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.S2** Students can use the model/example for producing verbal content about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. **ENG.6.2.S3** Students can organise a new verbal content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically. **ENG.6.2.S4** Students can construct a new verbal content on “classroom life with daily and study routines; learning	they enjoy, such as group discussions, experiments, or games, and tools like tablets, interactive boards, or online learning platforms. They will organise their ideas clearly, use descriptive language, and provide reasons that support their preferences. Students will then present their projects to the class, engaging in a discussion about diverse learning styles and technologies in the English 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
				goals by the end of the week). -The Present Progressive Tense with “Always”: (She is always adapting to new challenges with a reflective mindset.). -Question Tags with the Simple Present Tense for the Future and The Present Progressive Tense for Future: (The school organises an evaluation session tomorrow, doesn’t it?) (The school is organising an evaluation session tomorrow, isn’t it?) -Adjectives with “-ed and -ing”: (The rewarding experience made the participants feel truly fulfilled). -Correlative Conjunctions: (“Either”, “Neither) and Elliptical Responses: “So do I”, “I hope so”, etc.) (Neither the preparation nor the brainstorming boosts maximum creativity without teamwork). *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	activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically. **ENG.6.2.S5** Students can reorganise (reconstruct) and use information about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people. **ENG.6.2.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” 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 for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Don't let your mind wander but focus! Take turns and play fair! The other team is out of our league! Target Phonological Sounds in Use: -Intonation of negative statements *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme. Functions of the Grammatical Structures in Use: -Use of the Simple		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Present Tense for the Future: Describing scheduled future events fıxed with timetables or plans. -Use of the Present Progressive Tense for the Future: Describing planned future actions that are already arranged or decided. -Use of the Present Progressive Tense with “always”: Describing actions that cause irritation. -Use of “Question Tags” for related tenses: Confirming or clarifying information. -Use of “Adjectives” with “-ed vs -ing” ending: -ing: Describing the thing or situation that causes the feeling. With -ed: Describes how a person feels as a result of that thing or situation. -Use of “Correlative Conjunctions (either, neither)”: Describing two alternatives or a negative choice between two alternatives. -Use of Elliptical responses (So do I, I hope so etc.): Giving brief answers in a conversation to avoid unnecessary repetition.		
13	14–18 Aralık	8	Theme 3: Personal Lıfe & Well- Beıng	PERSONAL LIFE & WELL-BEING Sub-themes: mobile phones and their impact on health and social life; personal preferences for fılms and visual arts Target Vocabulary in Use (with revisional vocabulary): Vocabulary for mobile phones and their impact on health and social life: Nouns: Addiction, aid,	**ENG.6.3.L1** Students can get ready for the listening/watching-comprehension process for the current content on “personal life with body parts, physical appearance and clothes; personality and character” carefully. **ENG.6.3.L2** Students can bring information about the current content on “personal life with body parts, physical appearance and clothes; personality and character” together through significant details and main components while listening/watching it. **ENG.6.3.L3** Students can make meaning of/derive meaning from the current content on “personal life with body parts, physical appearance and clothes; personality and character” through significant details by listening/watching it carefully. **ENG.6.3.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 body parts, physical appearance and clothes; personality and character”. **ENG.6.3.P1** Students can select and use the target phonological elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” 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 create a presentation about their favourite film they love to share with the class. They will talk about why they like the film, their favourite characters, and the most interesting parts of it. To make it fun, they can use drawings, photos, short video clips, or act out scenes. They will also share their feelings on how the film makes them feel and how it connects to their personal life. The assignment will be evaluated by

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				assistance, bias, anger, anxiety, awareness, convenience, disconnection, disorientation, a follower, helpline, an inbox, necessity, panic, a password, majority, minority, podcasting, remote learning, service provider, privacy, relief, standard of living, surfing, a tension, tiredness, welfare. Verbs: To demonstrate, to friend, to preserve, to resist, to isolate, to overcome, to heal, to harm, to trace, to overuse, to regulate, to monitor, to restrict. Adjectives: Addicted, aggressive, anxious, biased, dependent, isolated, unconscious, significant. Adverbs: Increasingly, severely, securely. Vocabulary for personal preferences for films and visual arts: Nouns: Animation, cast, classic, genre, masterpiece, performing arts, preview, production, rehearsal, scenario, sci-fi, screening, sound effect, stunt, subtitle, tension, amazement, amusement, criterion, preference. Verbs: To adore, to edit, to appeal, to consult. Adjectives: Dramatic, emotional, aggressive, animated. Adverbs: Alternatively. Target Grammatical Structures in Use: -The Simple Past Tense versus the Past Progressive Tense: (I was surfing the web when my phone rang). -Question Tags with the	communicating with others. **ENG.6.3.R1** Students can get ready for the reading-comprehension process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.R2** Students can bring information about the current content on “personal life with body parts, physical appearance and clothes; personality and character” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.3.R3** Students can make meaning of / derive meaning from the current content about “personal life with body parts, physical appearance and clothes; personality and character” by reading it carefully. **ENG.6.3.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” in relation to themselves or others, both individually and/or with others. **ENG.6.3.V1** Students can select and use the target vocabulary of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.3.G1** Students can select and use the target grammatical elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.3.W1** Students can get ready for the writing-expression process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.W2** Students can understand the model/example for the writing task about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.W3** Students can organise a content for the assigned writing task on the current content “personal life with body parts, physical appearance and clothes; personality and character” based on the model/example provided. **ENG.6.3.W4** Students can individually construct/form content for the assigned writing task on the current content “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the“personal life with body parts, physical appearance and clothes; personality and character” to communicate with other people. **ENG.6.3.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” in relation to themselves or others, both individually and/or with others. **ENG.6.3.S1** Students can get ready for speaking-expression process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.S2** Students can use the model/example for producing verbal content about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.S3** Students can organise a new verbal content on “personal life with body parts, physical appearance and clothes; personality and character” by speaking accurately, efficiently, and authentically. **ENG.6.3.S4** Students can construct a new verbal content on “personal life with body parts, physical appearance and clothes; personality and character” by speaking accurately, efficiently, and authentically. **ENG.6.3.S5** Students can reorganise (reconstruct) and use information about the “personal life with body parts, physical appearance and clothes; personality and character” to communicate with other people. **ENG.6.3.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” to communicate with other people in relation to themselves or others, both individually and/or with others.	using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Simple Past Tense and the Past Progressive Tense: (You enjoyed the film, didn't you?). (They were coming back home when you saw them, weren't they?). - "Could" for ability: (She could play the piano very well when she was younger). - "Used to": (She used to rehearse with her cast every day last year). (She used to play football as a kid). -Wh- questions: How long ago etc. (How long ago did you watch that film?). -Prepositions: Among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of: (The film will start at 8 p.m). -Prepositional phrases with in, for, from, to, at, to, in, about, with, from, of, etc.: (He learned it from the podcast.) Functions of the Grammatical Structures in Use: -Use of the Simple Past Tense versus the Past Progressive Tense: Describing an action that was interrupted by another event (Past Progressive) or completed in the past (Simple Past). -Use of "Question Tags" with the Simple Past Tense and the Past Progressive Tense: Asking short questions to confirm or clarify information (in the past) in the sentence. -Use of "Could" for ability (I could ski before I could walk): Describing		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				an ability in the past. -Use of “Used to”: Describing past habits or routines that do not occur in the present. -Use of “Wh- questions” e.g. “How long etc.”: Asking for specific information about a subject, an object, time, a place, manner and a reason. -Use of Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of): Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location. -Use of Prepositional Phrases with in, for, from, to, at, to, in, about, with, from, of, etc.: Clarifying the details in the sentence about the cause, direction, manner, time, and 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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Write this down, it's important! How do you feel? Is everything all right? She looks like a picture of health! Target Phonological Sounds in Use: -Intonation of questions and question tags. *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
14	21–25 Aralık	8	Theme 3: Personal Lıfe & Well- Beıng	PERSONAL LIFE & WELL-BEING Sub-themes: mobile phones and their impact on health and social life;	**ENG.6.3.L1** Students can get ready for the listening/watching-comprehension process for the current content on "personal life with body parts, physical appearance and clothes; personality and character" carefully. **ENG.6.3.L2** Students can bring information about the current content on "personal life with body parts, physical appearance and clothes; personality and character" together through significant details and main components while listening/watching it.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a presentation about their favourite film they love to

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				personal preferences for films and visual arts Target Vocabulary in Use (with revisional vocabulary): Vocabulary for mobile phones and their impact on health and social life: Nouns: Addiction, aid, assistance, bias, anger, anxiety, awareness, convenience, disconnection, disorientation, a follower, helpline, an inbox, necessity, panic, a password, majority, minority, podcasting, remote learning, service provider, privacy, relief, standard of living, surfing, a tension, tiredness, welfare. Verbs: To demonstrate, to friend, to preserve, to resist, to isolate, to overcome, to heal, to harm, to trace, to overuse, to regulate, to monitor, to restrict. Adjectives: Addicted, aggressive, anxious, biased, dependent, isolated, unconscious, significant. Adverbs: Increasingly, severely, securely. Vocabulary for personal preferences for films and visual arts: Nouns: Animation, cast, classic, genre, masterpiece, performing arts, preview, production, rehearsal, scenario, sci-fi, screening, sound effect, stunt, subtitle, tension, amazement, amusement, criterion, preference. Verbs: To adore, to edit, to appeal, to consult. Adjectives: Dramatic, emotional, aggressive,	**ENG.6.3.L3** Students can make meaning of/derive meaning from the current content on “personal life with body parts, physical appearance and clothes; personality and character” through significant details by listening/watching it carefully. **ENG.6.3.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 body parts, physical appearance and clothes; personality and character”. **ENG.6.3.P1** Students can select and use the target phonological elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.3.R1** Students can get ready for the reading-comprehension process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.R2** Students can bring information about the current content on “personal life with body parts, physical appearance and clothes; personality and character” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.3.R3** Students can make meaning of / derive meaning from the current content about “personal life with body parts, physical appearance and clothes; personality and character” by reading it carefully. **ENG.6.3.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” in relation to themselves or others, both individually and/or with others. **ENG.6.3.V1** Students can select and use the target vocabulary of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.3.G1** Students can select and use the target grammatical elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.3.W1** Students can get ready for the writing-expression process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.W2** Students can understand the model/example for the writing task about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.W3** Students can organise a content for the assigned writing task on the current content “personal life with body parts, physical appearance and clothes; personality and character” based on the model/example provided. **ENG.6.3.W4** Students can individually construct/form content for the assigned writing task on the current content “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the“personal life with body parts, physical appearance and clothes; personality and character” to communicate with other people. **ENG.6.3.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” in relation to themselves or others, both individually and/or with others. **ENG.6.3.S1** Students can get ready for speaking-expression process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.S2** Students can use the model/example for producing verbal content about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.S3** Students can organise a new verbal content on “personal life with body parts, physical appearance and clothes; personality and character” by speaking accurately, efficiently, and authentically. **ENG.6.3.S4** Students can construct a new verbal content on “personal life with body parts, physical appearance and clothes; personality and character” by speaking accurately, efficiently, and authentically. **ENG.6.3.S5** Students can reorganise (reconstruct) and use information about the “personal life with body parts, physical appearance and clothes; personality and character” to communicate with other people. **ENG.6.3.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “personal life with body parts, physical appearance and clothes;	share with the class. They will talk about why they like the film, their favourite characters, and the most interesting parts of it. To make it fun, they can use drawings, photos, short video clips, or act out scenes. They will also share their feelings on how the film makes them feel and how it connects to their personal life. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				animated. Adverbs: Alternatively. Target Grammatical Structures in Use: -The Simple Past Tense versus the Past Progressive Tense: (I was surfing the web when my phone rang). -Question Tags with the Simple Past Tense and the Past Progressive Tense: (You enjoyed the film, didn't you?). (They were coming back home when you saw them, weren't they?). - "Could" for ability: (She could play the piano very well when she was younger). - "Used to": (She used to rehearse with her cast every day last year). (She used to play football as a kid). -Wh- questions: How long ago etc. (How long ago did you watch that film?). -Prepositions: Among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of: (The film will start at 8 p.m). -Prepositional phrases with in, for, from, to, at, to, in, about, with, from, of, etc.: (He learned it from the podcast.) Functions of the Grammatical Structures in Use: -Use of the Simple Past Tense versus the Past Progressive Tense: Describing an action that was interrupted by another event (Past Progressive) or completed in the past (Simple Past). -Use of "Question Tags"	personality and character" 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
				with the Simple Past Tense and the Past Progressive Tense: Asking short questions to confirm or clarify information (in the past) in the sentence. -Use of “Could” for ability (I could ski before I could walk): Describing an ability in the past. -Use of “Used to”: Describing past habits or routines that do not occur in the present. -Use of “Wh- questions” e.g. “How long etc.”: Asking for specific information about a subject, an object, time, a place, manner and a reason. -Use of Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of): Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location. -Use of Prepositional Phrases with in, for, from, to, at, to, in, about, with, from, of, etc.: Clarifying the details in the sentence about the cause, direction, manner, time, and 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)”,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				“Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Write this down, it’s important! How do you feel? Is everything all right? She looks like a picture of health! Target Phonological Sounds in Use: -Intonation of questions and question tags. *No pronunciation symbols will be included in any material written for the pupils, (only) the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				sounds will be practised through pronunciation activities in the theme.		
15	28 Aralık – 1 Ocak	8	Theme 3: Personal Lıfe & Well- Beıng	PERSONAL LIFE & WELL-BEING Sub-themes: mobile phones and their impact on health and social life; personal preferences for fılms and visual arts Target Vocabulary in Use (with revisional vocabulary): Vocabulary for mobile phones and their impact on health and social life: Nouns: Addiction, aid, assistance, bias, anger, anxiety, awareness, convenience, disconnection, disorientation, a follower, helpline, an inbox, necessity, panic, a password, majority, minority, podcasting, remote learning, service provider, privacy, relief, standard of living, surfing, a tension, tiredness, welfare. Verbs: To demonstrate, to friend, to preserve, to resist, to isolate, to overcome, to heal, to harm, to trace, to overuse, to regulate, to monitor, to restrict. Adjectives: Addicted, aggressive, anxious, biased, dependent, isolated, unconscious, significant. Adverbs: Increasingly, severely, securely. Vocabulary for personal preferences for films and visual arts: Nouns: Animation, cast, classic, genre, masterpiece, performing arts, preview, production, rehearsal,	**ENG.6.3.L1** Students can get ready for the listening/watching-comprehension process for the current content on “personal life with body parts, physical appearance and clothes; personality and character” carefully. **ENG.6.3.L2** Students can bring information about the current content on “personal life with body parts, physical appearance and clothes; personality and character” together through significant details and main components while listening/watching it. **ENG.6.3.L3** Students can make meaning of/derive meaning from the current content on “personal life with body parts, physical appearance and clothes; personality and character” through significant details by listening/watching it carefully. **ENG.6.3.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 body parts, physical appearance and clothes; personality and character”. **ENG.6.3.P1** Students can select and use the target phonological elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.3.R1** Students can get ready for the reading-comprehension process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.R2** Students can bring information about the current content on “personal life with body parts, physical appearance and clothes; personality and character” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.3.R3** Students can make meaning of / derive meaning from the current content about “personal life with body parts, physical appearance and clothes; personality and character” by reading it carefully. **ENG.6.3.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” in relation to themselves or others, both individually and/or with others. **ENG.6.3.V1** Students can select and use the target vocabulary of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.3.G1** Students can select and use the target grammatical elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.3.W1** Students can get ready for the writing-expression process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.W2** Students can understand the model/example for the writing task about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.W3** Students can organise a content for the assigned writing task on the current content “personal life with body parts, physical appearance and clothes; personality and character” based on the model/example provided. **ENG.6.3.W4** Students can individually construct/form content for the assigned writing task on the current content “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the“personal life with body parts, physical appearance and clothes; personality and character” to communicate with other people. **ENG.6.3.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” in relation to themselves or others, both individually and/or with others. **ENG.6.3.S1** Students can get ready for speaking-expression process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.S2** Students can use the model/example for producing verbal content about the current content on	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a presentation about their favourite film they love to share with the class. They will talk about why they like the film, their favourite characters, and the most interesting parts of it. To make it fun, they can use drawings, photos, short video clips, or act out scenes. They will also share their feelings on how the film makes them feel and how it connects to their personal life. 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
				scenario, sci-fi, screening, sound effect, stunt, subtitle, tension, amazement, amusement, criterion, preference. Verbs: To adore, to edit, to appeal, to consult. Adjectives: Dramatic, emotional, aggressive, animated. Adverbs: Alternatively. Target Grammatical Structures in Use: -The Simple Past Tense versus the Past Progressive Tense: (I was surfing the web when my phone rang). -Question Tags with the Simple Past Tense and the Past Progressive Tense: (You enjoyed the film, didn't you?). (They were coming back home when you saw them, weren't they?). - "Could" for ability: (She could play the piano very well when she was younger). - "Used to": (She used to rehearse with her cast every day last year). (She used to play football as a kid). -Wh- questions: How long ago etc. (How long ago did you watch that film?). -Prepositions: Among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of: (The film will start at 8 p.m). -Prepositional phrases with in, for, from, to, at, to, in, about, with, from, of, etc.: (He learned it from the podcast.) Functions of the Grammatical Structures in Use:	"personal life with body parts, physical appearance and clothes; personality and character". **ENG.6.3.S3** Students can organise a new verbal content on "personal life with body parts, physical appearance and clothes; personality and character" by speaking accurately, efficiently, and authentically. **ENG.6.3.S4** Students can construct a new verbal content on "personal life with body parts, physical appearance and clothes; personality and character" by speaking accurately, efficiently, and authentically. **ENG.6.3.S5** Students can reorganise (reconstruct) and use information about the "personal life with body parts, physical appearance and clothes; personality and character" to communicate with other people. **ENG.6.3.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "personal life with body parts, physical appearance and clothes; personality and character" 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 Past Tense versus the Past Progressive Tense: Describing an action that was interrupted by another event (Past Progressive) or completed in the past (Simple Past). -Use of “Question Tags” with the Simple Past Tense and the Past Progressive Tense: Asking short questions to confirm or clarify information (in the past) in the sentence. -Use of “Could” for ability (I could ski before I could walk): Describing an ability in the past. -Use of “Used to”: Describing past habits or routines that do not occur in the present. -Use of “Wh- questions” e.g. “How long etc.”: Asking for specific information about a subject, an object, time, a place, manner and a reason. -Use of Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of): Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location. -Use of Prepositional Phrases with in, for, from, to, at, to, in, about, with, from, of, etc.: Clarifying the details in the sentence about the cause, direction, manner, time, and location. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”,		

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

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				She looks like a picture of health! Target Phonological Sounds in Use: -Intonation of questions and question tags. *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
16	4–8 Ocak	8	Theme 3: Personal Lıfe & Well- Beıng	PERSONAL LIFE & WELL-BEING Sub-themes: mobile phones and their impact on health and social life; personal preferences for films and visual arts Target Vocabulary in Use (with revisional vocabulary): Vocabulary for mobile phones and their impact on health and social life: Nouns: Addiction, aid, assistance, bias, anger, anxiety, awareness, convenience, disconnection, disorientation, a follower, helpline, an inbox, necessity, panic, a password, majority, minority, podcasting, remote learning, service provider, privacy, relief, standard of living, surfing, a tension, tiredness, welfare. Verbs: To demonstrate, to friend, to preserve, to resist, to isolate, to overcome, to heal, to harm, to trace, to overuse, to regulate, to monitor, to restrict. Adjectives: Addicted, aggressive, anxious, biased, dependent, isolated, unconscious, significant. Adverbs:	**ENG.6.3.L1** Students can get ready for the listening/watching-comprehension process for the current content on “personal life with body parts, physical appearance and clothes; personality and character” carefully. **ENG.6.3.L2** Students can bring information about the current content on “personal life with body parts, physical appearance and clothes; personality and character” together through significant details and main components while listening/watching it. **ENG.6.3.L3** Students can make meaning of/derive meaning from the current content on “personal life with body parts, physical appearance and clothes; personality and character” through significant details by listening/watching it carefully. **ENG.6.3.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 body parts, physical appearance and clothes; personality and character”. **ENG.6.3.P1** Students can select and use the target phonological elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.3.R1** Students can get ready for the reading-comprehension process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.R2** Students can bring information about the current content on “personal life with body parts, physical appearance and clothes; personality and character” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.3.R3** Students can make meaning of / derive meaning from the current content about “personal life with body parts, physical appearance and clothes; personality and character” by reading it carefully. **ENG.6.3.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” in relation to themselves or others, both individually and/or with others. **ENG.6.3.V1** Students can select and use the target vocabulary of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.3.G1** Students can select and use the target grammatical elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.3.W1** Students can get ready for the writing-expression process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.W2** Students can understand the model/example for the writing task about the current content on “personal life with body parts, physical appearance and clothes; personality and character”. **ENG.6.3.W3** Students can organise a content for the assigned writing task on the current content “personal life with body parts, physical appearance and clothes; personality and character” based on the model/example provided. **ENG.6.3.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 presentation about their favourite film they love to share with the class. They will talk about why they like the film, their favourite characters, and the most interesting parts of it. To make it fun, they can use drawings, photos, short video clips, or act out scenes. They will also share their feelings on how the film makes them feel and how it connects to their personal life. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Increasingly, severely, securely. Vocabulary for personal preferences for films and visual arts: Nouns: Animation, cast, classic, genre, masterpiece, performing arts, preview, production, rehearsal, scenario, sci-fi, screening, sound effect, stunt, subtitle, tension, amazement, amusement, criterion, preference. Verbs: To adore, to edit, to appeal, to consult. Adjectives: Dramatic, emotional, aggressive, animated. Adverbs: Alternatively. Target Grammatical Structures in Use: -The Simple Past Tense versus the Past Progressive Tense: (I was surfing the web when my phone rang). -Question Tags with the Simple Past Tense and the Past Progressive Tense: (You enjoyed the film, didn't you?). (They were coming back home when you saw them, weren't they?). - "Could" for ability: (She could play the piano very well when she was younger). - "Used to": (She used to rehearse with her cast every day last year). (She used to play football as a kid). -Wh- questions: How long ago etc. (How long ago did you watch that film?). -Prepositions: Among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of: (The film will	"personal life with body parts, physical appearance and clothes; personality and character". **ENG.6.3.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the"personal life with body parts, physical appearance and clothes; personality and character" to communicate with other people. **ENG.6.3.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with body parts, physical appearance and clothes; personality and character" in relation to themselves or others, both individually and/or with others. **ENG.6.3.S1** Students can get ready for speaking-expression process about the current content on "personal life with body parts, physical appearance and clothes; personality and character". **ENG.6.3.S2** Students can use the model/example for producing verbal content about the current content on "personal life with body parts, physical appearance and clothes; personality and character". **ENG.6.3.S3** Students can organise a new verbal content on "personal life with body parts, physical appearance and clothes; personality and character" by speaking accurately, efficiently, and authentically. **ENG.6.3.S4** Students can construct a new verbal content on "personal life with body parts, physical appearance and clothes; personality and character" by speaking accurately, efficiently, and authentically. **ENG.6.3.S5** Students can reorganise (reconstruct) and use information about the "personal life with body parts, physical appearance and clothes; personality and character" to communicate with other people. **ENG.6.3.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "personal life with body parts, physical appearance and clothes; personality and character" 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
				start at 8 p.m). -Prepositional phrases with in, for, from, to, at, to, in, about, with, from, of, etc.: (He learned it from the podcast.) Functions of the Grammatical Structures in Use: -Use of the Simple Past Tense versus the Past Progressive Tense: Describing an action that was interrupted by another event (Past Progressive) or completed in the past (Simple Past). -Use of “Question Tags” with the Simple Past Tense and the Past Progressive Tense: Asking short questions to confirm or clarify information (in the past) in the sentence. -Use of “Could” for ability (I could ski before I could walk): Describing an ability in the past. -Use of “Used to”: Describing past habits or routines that do not occur in the present. -Use of “Wh- questions” e.g. “How long etc.”: Asking for specific information about a subject, an object, time, a place, manner and a reason. -Use of Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, about, from, out of): Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location. -Use of Prepositional Phrases with in, for, from, to, at, to, in, about,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				with, from, of, etc.: Clarifying the details in the sentence about the cause, direction, manner, time, and 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 appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Write this down, it's important! How do you feel? Is everything all right? She looks like a picture of health! Target Phonological Sounds in Use: -Intonation of questions and question tags. *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
17	11–15 Ocak	8	Theme 4: Famıly Lıfe & Home	FAMILY LIFE & HOME Sub-themes: Relationships, problems, and solutions in the family; different families and family houses Target Vocabulary in Use (with revisional vocabulary): Vocabulary for relationships, problems and solutions in the family: Relationships: Nouns: An acquaintance, an ancestor, a bond, blame, a hug, an identical twin, a mate, patience, a regret, a sibling. Problems and solutions: Nouns: An approval, an attempt, a collapse, a conflict, a controversy, a disagreement, a division, a failure, a misunderstanding, an obstacle, a struggle, a split. Verbs: To abandon, to accuse, to adopt, to acknowledge,	**ENG.6.4.L1** Students can get ready for the listening/watching-comprehension process for the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" carefully. **ENG.6.4.L2** Students can bring information about the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" together through significant details and main components while listening/watching it. **ENG.6.4.L3** Students can make meaning of/derive meaning from the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" through significant details by listening/watching it carefully. **ENG.6.4.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' jobs, working places, and job routines; different types of family homes and houses". **ENG.6.4.P1** Students can select and use the target phonological elements of the current content about "family life with family members' jobs, working places, and job routines; different types of family homes and houses" accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others. **ENG.6.4.R1** Students can get ready for the reading-comprehension process about the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses". **ENG.6.4.R2** Students can bring information about the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.4.R3** Students can make meaning of / derive meaning from the current content about "family life with family members' jobs, working places, and job routines; different types of family homes and houses" by reading it carefully. **ENG.6.4.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' jobs, working places, and job routines; different types of family homes and houses" in relation to themselves or others, both individually and/or with others. **ENG.6.4.V1** Students can select and use the target vocabulary of the current content about "family life with family members' jobs, working places, and job routines; different types of family homes and houses" accurately,	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a story based on a photograph that shows an important moment in a family's life at home. They will choose a photograph of their own family or a family scene (like a dinner, birthday, or a day in the sitting-room) and write a short story about it. In the story, they will describe the relationships, problems, and solutions within the family or how family members interact with each other. They will also include details about the home and its features, like rooms, decorations, and furniture. 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 approve, to assess, to blame, to defend, to defeat, to deny, to embrace, to forgive, to hug, to inherit, to maintain, to regret, to satisfy, to socialise, to split, to struggle, to trace, to unite. Adjectives: Attempted, desperate, hopeless, identical, objective, pessimistic, sensitive, sincere, spiritual, subjective, passionate. Adverbs: Barely, hopelessly, subjectively. Idiom: to make life difficult (for somebody). Vocabulary for different families and family houses: Nouns: An anniversary, air-conditioning, an attic, a cabin, a central heating, a classic, a coach house, an ecohouse, housing, a hut, an igloo, a mobile home, an origin, a root, a room-mate, a storeroom, a tiny house, a villa, a workplace. Vocabulary for different families: Nouns: A nuclear family. Verbs: To possess, to select. Adjectives: Air-conditioned, broad, characteristic, contemporary, industrial, open-plan, plain, sophisticated, charming, detached, semi-detached. Target Grammatical Structures in Use: -The Present Perfect Tense (for, since, yet, already, never, ever, just, recently) versus The Present Perfect Progressive Tense: (I have just visited my grandparents'	authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.4.G1** Students can select and use the target grammatical elements of the current content about "family life with family members' jobs, working places, and job routines; different types of family homes and houses" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.4.W1** Students can get ready for the writing-expression process about the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses". **ENG.6.4.W2** Students can understand the model/example for the writing task about the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses". **ENG.6.4.W3** Students can organise a content for the assigned writing task on the current content "family life with family members' jobs, working places, and job routines; different types of family homes and houses" based on the model/example provided. **ENG.6.4.W4** Students can individually construct/form content for the assigned writing task on the current content "family life with family members' jobs, working places, and job routines; different types of family homes and houses". **ENG.6.4.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "family life with family members' jobs, working places, and job routines; different types of family homes and houses" to communicate with other people. **ENG.6.4.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' jobs, working places, and job routines; different types of family homes and houses" in relation to themselves or others, both individually and/or with others. **ENG.6.4.S1** Students can get ready for speaking-expression process about the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses". **ENG.6.4.S2** Students can use the model/example for producing verbal content about the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses". **ENG.6.4.S3** Students can organise a new verbal content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" by speaking accurately, efficiently, and authentically. **ENG.6.4.S4** Students can construct a new verbal content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" by speaking accurately, efficiently, and authentically. **ENG.6.4.S5** Students can reorganise (reconstruct) and use information about the "family life with family members' jobs, working places, and job routines; different types of family homes and houses" to communicate with other people. **ENG.6.4.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' jobs, working places, and job routines; different types of family homes and 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
				farmhouse. I have been working on decorating their attic for weeks). -Question Tags with The Present Perfect Tense and the Present Perfect Progressive Tense: (They haven't solved the family conflict yet, have they?) -Comparative and Superlative of Regular-Irregular Adjectives (thin-thinner-the thinnest; far - further / farther - the furthest / farthest: (This farmhouse is farther from the city than the one we visited last year). (The cabin in the woods is the furthest place we have ever stayed). -Reflexive Pronouns: myself, himself, herself, himself, ourselves, yourself, themselves: (We decorated the farmhouse ourselves for our grandparents' anniversary). -Wh- questions i.e. How long etc.: (How long have they lived in the igloo?). Functions of the Grammatical Structures in Use: -Use of the Present Perfect Tense: Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present. -Use of the Present Perfect Progressive Tense: Describing actions that started in the past and continue in the present, often focusing on duration or the ongoing nature of		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				the action. -Use of the “Question Tags” with the Present Perfect Tense and the Present Perfect Progressive Tense: Confirming information, encouraging agreement, seeking reassurance. -Use of the Comparative and Superlatives of Regular and Irregular adjectives: Comparing two or more things or people using regular or irregular adjective forms. -Use of “Reflexive Pronouns (myself, himself, herself,himself, ourselves, yourself, themselves): Saying the subject performs an action on itself or emphasising that the subject performed the action independently or without help. - “Wh- questions” (How long etc.): Asking about the duration of an action or event. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: My grandma makes the best biscuits! It feels so cosy in our house! Home sweet home! A house divided against itself cannot stand! Target Phonological Sounds in Use: a,b,c,d,e Vowels. a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɜ:/, /a/, / /ɐə/); e: (/e/; /i:/, /ə/, silent /e/) Consonants: b: (/b/), silent /b/); c: (/si/, /k/, / /, /ʃ/, silent /c/); d: (/d/), silent /d/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				pronunciation activities in the theme.		
18	18–22 Ocak	8	Theme 4: Famıly Lıfe & Home	FAMILY LIFE & HOME Sub-themes: Relationships, problems, and solutions in the family; different families and family houses Target Vocabulary in Use (with revisional vocabulary): Vocabulary for relationships, problems and solutions in the family: Relationships: Nouns: An acquaintance, an ancestor, a bond, blame, a hug, an identical twin, a mate, patience, a regret, a sibling. Problems and solutions: Nouns: An approval, an attempt, a collapse, a conflict, a controversy, a disagreement, a division, a failure, a misunderstanding, an obstacle, a struggle, a split. Verbs: To abandon, to accuse, to adopt, to acknowledge, to approve, to assess, to blame, to defend, to defeat, to deny, to embrace, to forgive, to hug, to inherit, to maintain, to regret, to satisfy, to socialise, to split, to struggle, to trace, to unite. Adjectives: Attempted, desperate, hopeless, identical, objective, pessimistic, sensitive, sincere, spiritual, subjective, passionate. Adverbs: Barely, hopelessly, subjectively. Idiom: to make life difficult (for somebody). Vocabulary for different families and family houses:	**ENG.6.4.L1** Students can get ready for the listening/watching-comprehension process for the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” carefully. **ENG.6.4.L2** Students can bring information about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” together through significant details and main components while listening/watching it. **ENG.6.4.L3** Students can make meaning of/derive meaning from the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” through significant details by listening/watching it carefully. **ENG.6.4.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’ jobs, working places, and job routines; different types of family homes and houses”. **ENG.6.4.P1** Students can select and use the target phonological elements of the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others. **ENG.6.4.R1** Students can get ready for the reading-comprehension process about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”. **ENG.6.4.R2** Students can bring information about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.4.R3** Students can make meaning of / derive meaning from the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” by reading it carefully. **ENG.6.4.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’ jobs, working places, and job routines; different types of family homes and houses” in relation to themselves or others, both individually and/or with others. **ENG.6.4.V1** Students can select and use the target vocabulary of the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.4.G1** Students can select and use the target grammatical elements of the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.4.W1** Students can get ready for the writing-expression process about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”. **ENG.6.4.W2** Students can understand the model/example for the writing task about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”. **ENG.6.4.W3** Students can organise a content for the assigned writing task on the current content “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” based on the model/example provided. **ENG.6.4.W4** Students can individually construct/form content for the assigned writing task on the current content “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”. **ENG.6.4.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” to communicate with other people. **ENG.6.4.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’ jobs, working places, and job	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a story based on a photograph that shows an important moment in a family’s life at home. They will choose a photograph of their own family or a family scene (like a dinner, birthday, or a day in the sitting-room) and write a short story about it. In the story, they will describe the relationships, problems, and solutions within the family or how family members interact with each other. They will also include details about the home and its features, like rooms, decorations, and furniture. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Nouns: An anniversary, air-conditioning, an attic, a cabin, a central heating, a classic, a coach house, an ecohouse, housing, a hut, an igloo, a mobile home, an origin, a root, a room-mate, a storeroom, a tiny house, a villa, a workplace. Vocabulary for different families: Nouns: A nuclear family. Verbs: To possess, to select. Adjectives: Air-conditioned, broad, characteristic, contemporary, industrial, open-plan, plain, sophisticated, charming, detached, semi-detached. Target Grammatical Structures in Use: -The Present Perfect Tense (for, since, yet, already, never, ever, just, recently) versus The Present Perfect Progressive Tense: (I have just visited my grandparents' farmhouse. I have been working on decorating their attic for weeks). -Question Tags with The Present Perfect Tense and the Present Perfect Progressive Tense: (They haven't solved the family conflict yet, have they?) -Comparative and Superlative of Regular-Irregular Adjectives (thin-thinner-the thinnest; far - further / farther - the furthest / farthest: (This farmhouse is farther from the city than the one we visited last year). (The cabin in the woods	routines; different types of family homes and houses" in relation to themselves or others, both individually and/or with others. **ENG.6.4.S1** Students can get ready for speaking-expression process about the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses". **ENG.6.4.S2** Students can use the model/example for producing verbal content about the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses". **ENG.6.4.S3** Students can organise a new verbal content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" by speaking accurately, efficiently, and authentically. **ENG.6.4.S4** Students can construct a new verbal content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" by speaking accurately, efficiently, and authentically. **ENG.6.4.S5** Students can reorganise (reconstruct) and use information about the "family life with family members' jobs, working places, and job routines; different types of family homes and houses" to communicate with other people. **ENG.6.4.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' jobs, working places, and job routines; different types of family homes and 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
				is the furthest place we have ever stayed). -Reflexive Pronouns: myself, himself, herself, himself, ourselves, yourself, themselves: (We decorated the farmhouse ourselves for our grandparents' anniversary). -Wh- questions i.e. How long etc.: (How long have they lived in the igloo?). Functions of the Grammatical Structures in Use: -Use of the Present Perfect Tense: Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present. -Use of the Present Perfect Progressive Tense: Describing actions that started in the past and continue in the present, often focusing on duration or the ongoing nature of the action. -Use of the "Question Tags" with the Present Perfect Tense and the Present Perfect Progressive Tense: Confirming information, encouraging agreement, seeking reassurance. -Use of the Comparative and Superlatives of Regular and Irregular adjectives: Comparing two or more things or people using regular or irregular adjective forms. -Use of "Reflexive Pronouns (myself, himself, herself,himself, ourselves, yourself, themselves): Saying the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				subject performs an action on itself or emphasising that the subject performed the action independently or without help. - “Wh- questions” (How long etc.): Asking about the duration of an action or event. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: My grandma makes the best biscuits! It feels so cosy in our house! Home sweet home! A house divided against itself cannot stand! Target Phonological Sounds in Use: a,b,c,d,e Vowels. a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɜ:/, /a/, / /ɒ/); e: (/e/; /i:/, /ə/, silent /e/) Consonants: b: (/b/), silent /b/); c: (/si/, /k/, / t /, /ʒ/, silent /c/); d: (/d/), silent /d/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	8	Theme 4: Famıly Lıfe & Home	FAMILY LIFE & HOME Sub-themes: Relationships, problems, and solutions in the family; different families and family houses Target Vocabulary in Use (with revisional vocabulary): Vocabulary for relationships, problems and solutions in the family: Relationships: Nouns: An acquaintance, an ancestor, a bond,	**ENG.6.4.L1** Students can get ready for the listening/watching-comprehension process for the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" carefully. **ENG.6.4.L2** Students can bring information about the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" together through significant details and main components while listening/watching it. **ENG.6.4.L3** Students can make meaning of/derive meaning from the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" through significant details by listening/watching it carefully. **ENG.6.4.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' jobs, working places, and job routines; different types of family homes and houses". **ENG.6.4.P1** Students can select and use the target phonological elements of the current content about "family life with family members' jobs, working places, and job routines; different types of family homes and houses" accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a story based on a photograph that shows an important moment in a family's life at home. They will choose a photograph of their own family or a family scene (like a dinner, birthday, or a day in the sitting-room) and write a short story about it. In the story, they will describe the relationships, problems, and solutions within the family or how family members interact with each other. They will also include details about the

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				blame, a hug, an identical twin, a mate, patience, a regret, a sibling. Problems and solutions: Nouns: An approval, an attempt, a collapse, a conflict, a controversy, a disagreement, a division, a failure, a misunderstanding, an obstacle, a struggle, a split. Verbs: To abandon, to accuse, to adopt, to acknowledge, to approve, to assess, to blame, to defend, to defeat, to deny, to embrace, to forgive, to hug, to inherit, to maintain, to regret, to satisfy, to socialise, to split, to struggle, to trace, to unite. Adjectives: Attempted, desperate, hopeless, identical, objective, pessimistic, sensitive, sincere, spiritual, subjective, passionate. Adverbs: Barely, hopelessly, subjectively. Idiom: to make life difficult (for somebody). Vocabulary for different families and family houses: Nouns: An anniversary, air-conditioning, an attic, a cabin, a central heating, a classic, a coach house, an ecohouse, housing, a hut, an igloo, a mobile home, an origin, a root, a room-mate, a storeroom, a tiny house, a villa, a workplace. Vocabulary for different families: Nouns: A nuclear family. Verbs: To possess, to select. Adjectives: Air-conditioned, broad, characteristic,	**ENG.6.4.R1** Students can get ready for the reading-comprehension process about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”. **ENG.6.4.R2** Students can bring information about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.4.R3** Students can make meaning of / derive meaning from the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” by reading it carefully. **ENG.6.4.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’ jobs, working places, and job routines; different types of family homes and houses” in relation to themselves or others, both individually and/or with others. **ENG.6.4.V1** Students can select and use the target vocabulary of the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.4.G1** Students can select and use the target grammatical elements of the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.4.W1** Students can get ready for the writing-expression process about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”. **ENG.6.4.W2** Students can understand the model/example for the writing task about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”. **ENG.6.4.W3** Students can organise a content for the assigned writing task on the current content “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” based on the model/example provided. **ENG.6.4.W4** Students can individually construct/form content for the assigned writing task on the current content “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”. **ENG.6.4.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” to communicate with other people. **ENG.6.4.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’ jobs, working places, and job routines; different types of family homes and houses” in relation to themselves or others, both individually and/or with others. **ENG.6.4.S1** Students can get ready for speaking-expression process about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”. **ENG.6.4.S2** Students can use the model/example for producing verbal content about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”. **ENG.6.4.S3** Students can organise a new verbal content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” by speaking accurately, efficiently, and authentically. **ENG.6.4.S4** Students can construct a new verbal content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” by speaking accurately, efficiently, and authentically. **ENG.6.4.S5** Students can reorganise (reconstruct) and use information about the “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” to communicate with other people. **ENG.6.4.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’ jobs, working places, and job routines; different types of family homes and houses” to communicate with other people in relation to themselves or others, both individually and/or with others.	home and its features, like rooms, decorations, and furniture. 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
				contemporary, industrial, open-plan, plain, sophisticated, charming, detached, semi-detached. Target Grammatical Structures in Use: -The Present Perfect Tense (for, since, yet, already, never, ever, just, recently) versus The Present Perfect Progressive Tense: (I have just visited my grandparents' farmhouse. I have been working on decorating their attic for weeks). -Question Tags with The Present Perfect Tense and the Present Perfect Progressive Tense: (They haven't solved the family conflict yet, have they?) -Comparative and Superlative of Regular-Irregular Adjectives (thin-thinner-the thinnest; far - further / farther - the furthest / farthest: (This farmhouse is farther from the city than the one we visited last year). (The cabin in the woods is the furthest place we have ever stayed). -Reflexive Pronouns: myself, himself, herself, himself, ourselves, yourself, themselves: (We decorated the farmhouse ourselves for our grandparents' anniversary). -Wh- questions i.e. How long etc.: (How long have they lived in the igloo?). Functions of the Grammatical Structures in Use: -Use of the Present Perfect Tense:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Describing actions that began in the past and continue into the present and describing an action that happened recently and has an impact on the present. -Use of the Present Perfect Progressive Tense: Describing actions that started in the past and continue in the present, often focusing on duration or the ongoing nature of the action. -Use of the “Question Tags” with the Present Perfect Tense and the Present Perfect Progressive Tense: Confirming information, encouraging agreement, seeking reassurance. -Use of the Comparative and Superlatives of Regular and Irregular adjectives: Comparing two or more things or people using regular or irregular adjective forms. -Use of “Reflexive Pronouns (myself, himself, herself,himself, ourselves, yourself, themselves): Saying the subject performs an action on itself or emphasising that the subject performed the action independently or without help. - “Wh- questions” (How long etc.): Asking about the duration of an action or event. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: My grandma makes the best biscuits! It feels so cosy in our house! Home sweet home! A house divided against itself cannot stand! Target Phonological Sounds in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a,b,c,d,e Vowels. a: (/ae/, /aeı/, /ə/, /a:/, /e /, /:/, /a/, / /e/); e: (/e/; /i:/, /ə/, silent /e/) Consonants: b: (/b/), silent /b/); c: (/si/, /k/, / /, /, silent /c/); d: (/d/), silent /d/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
20	15–19 Şubat	8	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE Sub-themes: Different lifestyles in the city and rural areas; sports events in the city and rural areas Target vocabulary in use (with revisional vocabulary): Vocabulary for different lifestyles in the city and rural areas: Nouns: A boost, a citizen, a civilisation, capacity, a delivery, diversity, a resort, a zone, wildlife, a downtown, an occupation, an opera, a territory, freedom, wealth, transportation, an urban, a suburb. Verbs: To decrease, to boost. Vocabulary for rural areas: Nouns: Agriculture, cornfield, crop, food chain, greenhouse, pesticide, straw, sunflower, vet, wheat. Adjectives: Genetically modified, organic, civil, industrial, regional, rural, downtown, distinct, nearby, sufficient, distant,	**ENG.6.5.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” carefully. **ENG.6.5.L2** Students can bring information about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” together through significant details and main components while listening/watching it. **ENG.6.5.L3** Students can make meaning of/derive meaning from the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” through significant details by listening/watching it carefully. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. **ENG.6.5.P1** Students can select and use the target phonological elements of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.5.R1** Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. **ENG.6.5.R2** Students can bring information about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.5.R3** Students can make meaning of / derive meaning from the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” by reading it carefully. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others. **ENG.6.5.V1** Students can select and use the target vocabulary of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.5.G1** Students can select and use the target grammatical elements of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city;	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project named “Gallery Walk”, showing life in the city and the countryside and sports events in both areas. In groups, they will make sections with photographs, drawings, and short descriptions. One part will show city life, in terms of transportation and daily activities, while another part will show rural life, in terms of farming and community events. Another section will highlight sports events in the city and the countryside. Other students and teachers will walk around the gallery, look at the visuals, and read the captions to learn about the differences and similarities in these areas. 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
				domestic, automatic, sustainable, extensive, useless. Adverbs: Downtown. Vocabulary for sports events in the city and rural areas: Nouns: Aerobics, an attachment, an administration, an attempt, a biker, bungee jumping, a league, a championship, marathon, a motor racing, an obstacle, a semi-final, a spectator, a register, a sponsorship, a spokesperson, a stroke, a tournament, a victory, weightlifting. Verbs: To modify, to attempt, to eliminate, to approach. Adjectives: Dynamic, satisfied, random, spectacular, regional, sporting, amusing, enthusiastic(enthusiastic), junior, senior. Target Grammatical Structures in Use: -Simple Future Tense versus Be Going to Future Tense: (The athletes will be happy when they see their fans' support tomorrow. The team is going to participate in a championship next month.). -Connecting Words Expressing "Cause, Effect, and Contrast" (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): (Until the weather improves, farmers cannot begin planting their cornfield). Functions of the Grammatical Structures in Use:	transportation in the neighbourhood and the city" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.5.W1** Students can get ready for the writing-expression process about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.W2** Students can understand the model/example for the writing task about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.W3** Students can organise a content for the assigned writing task on the current content "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" based on the model/example provided. **ENG.6.5.W4** Students can individually construct/form content for the assigned writing task on the current content "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" in relation to themselves or others, both individually and/ or with others. **ENG.6.5.S1** Students can get ready for speaking-expression process about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.S2** Students can use the model/example for producing verbal content about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.S3** Students can organise a new verbal content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. **ENG.6.5.S4** Students can construct a new verbal content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. **ENG.6.5.S5** Students can reorganise (reconstruct) and use information about the "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Simple Future Tense versus Be Going to Future Tense: (The athletes will be happy when they see their fans' support tomorrow. The team is going to participate in a championship next month.). -Connecting Words Expressing "Cause, Effect, and Contrast" (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): (Until the weather improves, farmers cannot begin planting their cornfield). Functions of the Grammatical Structures in Use: -Use of the "Be Going to Future Tense versus the Simple Future Tense": Discriminating future plans, predictions, and planned actions from unplanned actions and spontaneous decisions. -Use of Connecting Words Expressing Cause, Effect, and Contrast (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): Expressing cause and effect, contrast between the ideas about life and social life in the neighbourhood, city and rural areas. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Phonological Sounds in Use: Vowel: i Consonants: f, g, h, j, k Vowels: i: (/aɪ/, /ɪ/, /i:/) Consonants: f: (/f/); g: (/g/, /d /ş silent /g/); h: (/h/), silent /h/); j: (/d e /ḍ /)k: (/k/,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				silent /k/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
21	22–26 Şubat	8	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE Sub-themes: Different lifestyles in the city and rural areas; sports events in the city and rural areas Target vocabulary in use (with revisional vocabulary): Vocabulary for different lifestyles in the city and rural areas: Nouns: A boost, a citizen, a civilisation, capacity, a delivery, diversity, a resort, a zone, wildlife, a downtown, an occupation, an opera, a territory, freedom, wealth, transportation, an urban, a suburb. Verbs: To decrease, to boost. Vocabulary for rural areas: Nouns: Agriculture, cornfield, crop, food chain, greenhouse, pesticide, straw, sunflower, vet, wheat. Adjectives: Genetically modified, organic, civil, industrial, regional, rural, downtown, distinct, nearby, sufficient, distant, domestic, automatic, sustainable, extensive, useless. Adverbs: Downtown. Vocabulary for sports events in the city and rural areas: Nouns: Aerobics, an	**ENG.6.5.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” carefully. **ENG.6.5.L2** Students can bring information about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” together through significant details and main components while listening/watching it. **ENG.6.5.L3** Students can make meaning of/derive meaning from the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” through significant details by listening/watching it carefully. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. **ENG.6.5.P1** Students can select and use the target phonological elements of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.5.R1** Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. **ENG.6.5.R2** Students can bring information about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.5.R3** Students can make meaning of / derive meaning from the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” by reading it carefully. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others. **ENG.6.5.V1** Students can select and use the target vocabulary of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.5.G1** Students can select and use the target grammatical elements of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.5.W1** Students can get ready for the writing-expression process about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. **ENG.6.5.W2** Students can understand the model/example for the writing task about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city;	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project named “Gallery Walk”, showing life in the city and the countryside and sports events in both areas. In groups, they will make sections with photographs, drawings, and short descriptions. One part will show city life, in terms of transportation and daily activities, while another part will show rural life, in terms of farming and community events. Another section will highlight sports events in the city and the countryside. Other students and teachers will walk around the gallery, look at the visuals, and read the captions to learn about the differences and similarities in these areas. 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
				attachment, an administration, an attempt, a biker, bungee jumping, a league, a championship, marathon, a motor racing, an obstacle, a semi-final, a spectator, a register, a sponsorship, a spokesperson, a stroke, a tournament, a victory, weightlifting. Verbs: To modify, to attempt, to eliminate, to approach. Adjectives: Dynamic, satisfied, random, spectacular, regional, sporting, amusing, enthusiastic(enthusiastic), junior, senior. Target Grammatical Structures in Use: -Simple Future Tense versus Be Going to Future Tense: (The athletes will be happy when they see their fans' support tomorrow. The team is going to participate in a championship next month.). -Connecting Words Expressing "Cause, Effect, and Contrast" (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): (Until the weather improves, farmers cannot begin planting their cornfield). Functions of the Grammatical Structures in Use: -Simple Future Tense versus Be Going to Future Tense: (The athletes will be happy when they see their fans' support tomorrow. The team is going to participate in a	transportation in the neighbourhood and the city". **ENG.6.5.W3** Students can organise a content for the assigned writing task on the current content "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" based on the model/example provided. **ENG.6.5.W4** Students can individually construct/form content for the assigned writing task on the current content "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" in relation to themselves or others, both individually and/ or with others. **ENG.6.5.S1** Students can get ready for speaking-expression process about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.S2** Students can use the model/example for producing verbal content about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.S3** Students can organise a new verbal content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. **ENG.6.5.S4** Students can construct a new verbal content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. **ENG.6.5.S5** Students can reorganise (reconstruct) and use information about the "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				championship next month.). -Connecting Words Expressing “Cause, Effect, and Contrast” (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): (Until the weather improves, farmers cannot begin planting their cornfield). Functions of the Grammatical Structures in Use: -Use of the “Be Going to Future Tense versus the Simple Future Tense”: Discriminating future plans, predictions, and planned actions from unplanned actions and spontaneous decisions. -Use of Connecting Words Expressing Cause, Effect, and Contrast (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): Expressing cause and effect, contrast between the ideas about life and social life in the neighbourhood, city and rural areas. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Phonological Sounds in Use: Vowel: i Consonants: f, g, h, j, k Vowels: i: (/aɪ/, /ɪ/, /i:/) Consonants: f: (/f/); g: (/g/, /d⃗ /,silent /g/); h: (/h/), silent /h/); j: (/d⃗ e⃗ /d⃗/ /)k: (/k/, silent /k/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in the theme.		
22	1–5 Mart	8	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE Sub-themes: Different lifestyles in the city and rural areas; sports events in the city and rural areas Target vocabulary in use (with revisional vocabulary): Vocabulary for different lifestyles in the city and rural areas: Nouns: A boost, a citizen, a civilisation, capacity, a delivery, diversity, a resort, a zone, wildlife, a downtown, an occupation, an opera, a territory, freedom, wealth, transportation, an urban, a suburb. Verbs: To decrease, to boost. Vocabulary for rural areas: Nouns: Agriculture, cornfield, crop, food chain, greenhouse, pesticide, straw, sunflower, vet, wheat. Adjectives: Genetically modified, organic, civil, industrial, regional, rural, downtown, distinct, nearby, sufficient, distant, domestic, automatic, sustainable, extensive, useless. Adverbs: Downtown. Vocabulary for sports events in the city and rural areas: Nouns: Aerobics, an attachment, an administration, an attempt, a biker, bungee jumping, a league, a championship, marathon, a motor racing, an obstacle, a semi-final, a spectator, a	**ENG.6.5.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” carefully. **ENG.6.5.L2** Students can bring information about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” together through significant details and main components while listening/watching it. **ENG.6.5.L3** Students can make meaning of/derive meaning from the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” through significant details by listening/watching it carefully. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. **ENG.6.5.P1** Students can select and use the target phonological elements of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.5.R1** Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. **ENG.6.5.R2** Students can bring information about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.5.R3** Students can make meaning of / derive meaning from the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” by reading it carefully. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others. **ENG.6.5.V1** Students can select and use the target vocabulary of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.5.G1** Students can select and use the target grammatical elements of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.5.W1** Students can get ready for the writing-expression process about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. **ENG.6.5.W2** Students can understand the model/example for the writing task about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. **ENG.6.5.W3** Students can organise a content for the assigned writing task on the current content “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” based on the model/example provided. **ENG.6.5.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. **ENG.6.5.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project named “Gallery Walk”, showing life in the city and the countryside and sports events in both areas. In groups, they will make sections with photographs, drawings, and short descriptions. One part will show city life, in terms of transportation and daily activities, while another part will show rural life, in terms of farming and community events. Another section will highlight sports events in the city and the countryside. Other students and teachers will walk around the gallery, look at the visuals, and read the captions to learn about the differences and similarities in these areas. 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
				register, a sponsorship, a spokesperson, a stroke, a tournament, a victory, weightlifting. Verbs: To modify, to attempt, to eliminate, to approach. Adjectives: Dynamic, satisfied, random, spectacular, regional, sporting, amusing, enthusiastic(enthusiastic), junior, senior. Target Grammatical Structures in Use: -Simple Future Tense versus Be Going to Future Tense: (The athletes will be happy when they see their fans' support tomorrow. The team is going to participate in a championship next month.). -Connecting Words Expressing "Cause, Effect, and Contrast" (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): (Until the weather improves, farmers cannot begin planting their cornfield). Functions of the Grammatical Structures in Use: -Simple Future Tense versus Be Going to Future Tense: (The athletes will be happy when they see their fans' support tomorrow. The team is going to participate in a championship next month.). -Connecting Words Expressing "Cause, Effect, and Contrast" (so, which, until, why, while, when, as, before, after, until, as long as,	the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" in relation to themselves or others, both individually and/ or with others. **ENG.6.5.S1** Students can get ready for speaking-expression process about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.S2** Students can use the model/example for producing verbal content about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.S3** Students can organise a new verbal content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. **ENG.6.5.S4** Students can construct a new verbal content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. **ENG.6.5.S5** Students can reorganise (reconstruct) and use information about the "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				whenever, whereas, but, by the time, etc.): (Until the weather improves, farmers cannot begin planting their cornfield). Functions of the Grammatical Structures in Use: -Use of the “Be Going to Future Tense versus the Simple Future Tense”: Discriminating future plans, predictions, and planned actions from unplanned actions and spontaneous decisions. -Use of Connecting Words Expressing Cause, Effect, and Contrast (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): Expressing cause and effect, contrast between the ideas about life and social life in the neighbourhood, city and rural areas. *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 for this section is provided in the introduction to the whole English Language Curriculum. Target Phonological Sounds in Use: Vowel: i Consonants: f, g, h, j, k Vowels: i: (/aı/, /ı/, /i:/) Consonants: f: (/f/); g: (/g/, /d /silent /g/); h: (/h/), silent /h/); j: (/d e /d/)k: (/k/, silent /k/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	8	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	LIFE IN THE NEIGHBOURHOOD, CITY & SOCIAL LIFE Sub-themes: Different lifestyles in the city and	**ENG.6.5.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" carefully. **ENG.6.5.L2** Students can bring information about the current content on "life in the neighbourhood and the city with	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a project named "Gallery Walk", showing life in the city

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				rural areas; sports events in the city and rural areas Target vocabulary in use (with revisional vocabulary): Vocabulary for different lifestyles in the city and rural areas: Nouns: A boost, a citizen, a civilisation, capacity, a delivery, diversity, a resort, a zone, wildlife, a downtown, an occupation, an opera, a territory, freedom, wealth, transportation, an urban, a suburb. Verbs: To decrease, to boost. Vocabulary for rural areas: Nouns: Agriculture, cornfield, crop, food chain, greenhouse, pesticide, straw, sunflower, vet, wheat. Adjectives: Genetically modified, organic, civil, industrial, regional, rural, downtown, distinct, nearby, sufficient, distant, domestic, automatic, sustainable, extensive, useless. Adverbs: Downtown. Vocabulary for sports events in the city and rural areas: Nouns: Aerobics, an attachment, an administration, an attempt, a biker, bungee jumping, a league, a championship, marathon, a motor racing, an obstacle, a semi-final, a spectator, a register, a sponsorship, a spokesperson, a stroke, a tournament, a victory, weightlifting. Verbs: To modify, to attempt, to eliminate, to approach.	festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" together through significant details and main components while listening/watching it. **ENG.6.5.L3** Students can make meaning of/derive meaning from the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" through significant details by listening/watching it carefully. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.P1** Students can select and use the target phonological elements of the current content about "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.5.R1** Students can get ready for the reading-comprehension process about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.R2** Students can bring information about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.5.R3** Students can make meaning of / derive meaning from the current content about "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by reading it carefully. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" in relation to themselves or others, both individually and/or with others. **ENG.6.5.V1** Students can select and use the target vocabulary of the current content about "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.5.G1** Students can select and use the target grammatical elements of the current content about "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.5.W1** Students can get ready for the writing-expression process about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.W2** Students can understand the model/example for the writing task about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.W3** Students can organise a content for the assigned writing task on the current content "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" based on the model/example provided. **ENG.6.5.W4** Students can individually construct/form content for the assigned writing task on the current content "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" in relation to	and the countryside and sports events in both areas. In groups, they will make sections with photographs, drawings, and short descriptions. One part will show city life, in terms of transportation and daily activities, while another part will show rural life, in terms of farming and community events. Another section will highlight sports events in the city and the countryside. Other students and teachers will walk around the gallery, look at the visuals, and read the captions to learn about the differences and similarities in these areas. 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
				Adjectives: Dynamic, satisfied, random, spectacular, regional, sporting, amusing, enthusiastic(enthusiastic), junior, senior. Target Grammatical Structures in Use: -Simple Future Tense versus Be Going to Future Tense: (The athletes will be happy when they see their fans' support tomorrow. The team is going to participate in a championship next month.). -Connecting Words Expressing "Cause, Effect, and Contrast" (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): (Until the weather improves, farmers cannot begin planting their cornfield). Functions of the Grammatical Structures in Use: -Simple Future Tense versus Be Going to Future Tense: (The athletes will be happy when they see their fans' support tomorrow. The team is going to participate in a championship next month.). -Connecting Words Expressing "Cause, Effect, and Contrast" (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): (Until the weather improves, farmers cannot begin planting their cornfield). Functions of the	themselves or others, both individually and/ or with others. **ENG.6.5.S1** Students can get ready for speaking-expression process about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.S2** Students can use the model/example for producing verbal content about the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city". **ENG.6.5.S3** Students can organise a new verbal content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. **ENG.6.5.S4** Students can construct a new verbal content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. **ENG.6.5.S5** Students can reorganise (reconstruct) and use information about the "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people. **ENG.6.5.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 the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Structures in Use: -Use of the “Be Going to Future Tense versus the Simple Future Tense”: Discriminating future plans, predictions, and planned actions from unplanned actions and spontaneous decisions. -Use of Connecting Words Expressing Cause, Effect, and Contrast (so, which, until, why, while, when, as, before, after, until, as long as, whenever, whereas, but, by the time, etc.): Expressing cause and effect, contrast between the ideas about life and social life in the neighbourhood, city and rural areas. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Phonological Sounds in Use: Vowel: i Consonants: f, g, h, j, k Vowels: i: (/aı/, /ı/, /i:/) Consonants: f: (/f/); g: (/g/, /d /ʂilent /g/); h: (/h/), silent /h/); j: (/d e /ḍ /)k: (/k/, silent /k/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
24	22–26 Mart	8	Theme 6: Lıfe In The World & Culture	LIFE IN THE WORLD & CULTURE Sub-themes: Personal habits and routines for food; different local and international food types and cooking styles Target vocabulary in use (and revisional vocabulary): Vocabulary for personal habits and routines for	**ENG.6.6.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" carefully. **ENG.6.6.L2** Students can bring information about the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" together through significant details and main components while listening/ watching it. **ENG.6.6.L3** Students can make meaning of/derive meaning from the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" through significant details by listening/watching it carefully. **ENG.6.6.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 and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world".	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a quiz about the theme of life in the world and culture. First, they will search about foods and dishes from different countries, food habits and routines from various cultures. Then they will prepare questions related to this information. The quiz may include true/ false questions, multiple choice or

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				food: Nouns: A bunch, carb, carbohydrate, a cell, a chopstick, a counter, a cuisine, an eating disorder, a fryer, a gramme (gram-AmE), a litre, mineral, a mixer, a mug, nutrition, obesity, a portion, a grocery, a tendency, consumption, a pizzeria, a portion, protein, pudding, roast, a self-service, a server, spoonful, a supper, takeaway, a teaspoon, a toaster, a vitamin, steam. Verbs: To starve, to chop, to flavour, to grill, to heat up, to peel, to reserve. Adjectives: Acceptable, bitter, cheesy, dietary, eat-in, juicy, lean, low-fat, nutritious, organic, pure, self-service, sour, tough, visible. Adverbs: Nowadays, sufficiently. Vocabulary for different local and international food types and cooking styles: Nouns: A bagel, a baguette, baked beans, beefsteak, broccoli, chilli, courgette (zucchini-AmE), crab, cracker, cucumber, dairy, a flavour, fried rice, goat cheese, a gain, herb, a kit, noodle, pastry, popularity, a protein, rice pudding, sour cream, spice, sweetcorn, sweet pepper, sweet potato, veg, vinegar, steam, a spoonful, a usage. Verbs: To gain, to chop, to grill, to peel, to differentiate, to process. Adjectives: Bitter, dairy-free, remarkable, considerable.	**ENG.6.6.P1** Students can select and use the target phonological elements of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.6.R1** Students can get ready for the reading-comprehension process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.R2** Students can bring information about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.6.R2** Students can bring information about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.6.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” in relation to themselves or others, both individually and/or with others. **ENG.6.6.V1** Students can select and use the target vocabulary of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.6.G1** Students can select and use the target grammatical elements of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.6.W1** Students can get ready for the writing-expression process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.W2** Students can understand the model/example for the writing task about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.W3** Students can organise a content for the assigned writing task on the current content “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” based on the model/example provided. **ENG.6.6.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people. **ENG.6.6.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 and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” in relation to themselves or others, both individually and/or with others. **ENG.6.6.S1** Students can get ready for speaking-expression process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.S2** Students can use the model/example for producing verbal content about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.S3** Students can organise a new verbal content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” by speaking accurately,	short- answer questions. Also, they may enrich their quizzes with visuals or pictures. Then, they will share the quiz with their classmates. They will evaluate the results together as a whole 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
				Lasagne (Italy), croissant (French), taco (Mexican), chicken ramen (Japanese), sweet and sour chicken (Chinese), curry (Indian), falafel (Middle East), pancake (American). Target Grammatical Structures in Use: -Modals for Probability (can, could, may, might): (He can enjoy a bagel every morning). -Could (for Deduction or Speculation): (That sweet potato could be part of a healthy diet). - “Need” for Necessity or for Obligation: (You need to peel cucumbers. You needn’t use sugar). - “Must” versus “Have to”: (She must chop broccoli to make the dish nutritious. We have to reserve a bagel in advance at the cafe). - “Should” for Giving Advice: (You should eat a spoonful of vegetables for good health). - “Must/can’t” for Deduction: (He must be preparing grilled meat because of the barbecue smell). Functions of the Grammatical Structures in Use: -Use of Modals for Probability (can, could, may, might): Expressing possibility or probability. -Use of “Could” for Deduction or Speculation: Expressing deduction or speculation when discussing possibilities or making guesses. -Use of “need” for Necessity or Obligation: Indicating something that is required or essential.	efficiently, and authentically. **ENG.6.6.S4** Students can construct a new verbal content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” by speaking accurately, efficiently, and authentically. **ENG.6.6.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people in relation to themselves or others, both individually and/or with others. **ENG.6.6.S5** Students can reorganise (reconstruct) and use information about the “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of “Must” vs “Have to”: Expressing the difference between the source of necessity or obligation such as internal or external. -Use of “Should” for Giving Advice: Giving advice or making recommendations. -Use of “must/can’t” for Deduction: Indicating a logical certainty or a logical impossibility. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.Target Social Language in Use: Pasta is my have-a go-to recipe! A key to a good stew is slow cooking it for hours! I'll whip up a quick salad for dinner! Cooking is my mum's bread and butter! Target Phonological Sounds in Use: l, m, n, (ng), o, p Vowel: Vowel: o: (/əʊ /, /ɒ /, /ɜ: /) Consonants: l: (/l/ /l/, silent /l/); m; (/m/, /m/); n: (/n/, /n/, silent /n/); ng: (/ng/); p: (pi /p/, silent /p/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
25	29 Mart – 2 Nisan	8	Theme 6: Lıfe In The World & Culture	LIFE IN THE WORLD & CULTURE Sub-themes: Personal habits and routines for food; different local and international food types and cooking styles Target vocabulary in use (and revisional vocabulary): Vocabulary for personal habits and routines for food: Nouns: A bunch, carb,	**ENG.6.6.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" carefully. **ENG.6.6.L2** Students can bring information about the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" together through significant details and main components while listening/ watching it. **ENG.6.6.L3** Students can make meaning of/derive meaning from the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" through significant details by listening/watching it carefully. **ENG.6.6.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 and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world". **ENG.6.6.P1** Students can select and use the target phonological elements of the current content about "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a quiz about the theme of life in the world and culture. First, they will search about foods and dishes from different countries, food habits and routines from various cultures. Then they will prepare questions related to this information. The quiz may include true/ false questions, multiple choice or short- answer questions. Also, they may enrich their quizzes with visuals

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				carbohydrate, a cell, a chopstick, a counter, a cuisine, an eating disorder, a fryer, a gramme (gram-AmE), a litre, mineral, a mixer, a mug, nutrition, obesity, a portion, a grocery, a tendency, consumption, a pizzeria, a portion, protein, pudding, roast, a self-service, a server, spoonful, a supper, takeaway, a teaspoon, a toaster, a vitamin, steam. Verbs: To starve, to chop, to flavour, to grill, to heat up, to peel, to reserve. Adjectives: Acceptable, bitter, cheesy, dietary, eat-in, juicy, lean, low-fat, nutritious, organic, pure, self-service, sour, tough, visible. Adverbs: Nowadays, sufficiently. Vocabulary for different local and international food types and cooking styles: Nouns: A bagel, a baguette, baked beans, beefsteak, broccoli, chilli, courgette (zucchini-AmE), crab, cracker, cucumber, dairy, a flavour, fried rice, goat cheese, a gain, herb, a kit, noodle, pastry, popularity, a protein, rice pudding, sour cream, spice, sweetcorn, sweet pepper, sweet potato, veg, vinegar, steam, a spoonful, a usage. Verbs: To gain, to chop, to grill, to peel, to differentiate, to process. Adjectives: Bitter, dairy-free, remarkable, considerable. Lasagne (Italy), croissant (French), taco	parts of the world" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.6.R1** Students can get ready for the reading-comprehension process about the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world". **ENG.6.6.R2** Students can bring information about the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.6.R2** Students can bring information about the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.6.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.6.6.V1** Students can select and use the target vocabulary of the current content about "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.6.G1** Students can select and use the target grammatical elements of the current content about "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.6.W1** Students can get ready for the writing-expression process about the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world". **ENG.6.6.W2** Students can understand the model/example for the writing task about the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world". **ENG.6.6.W3** Students can organise a content for the assigned writing task on the current content "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" based on the model/example provided. **ENG.6.6.W4** Students can individually construct/form content for the assigned writing task on the current content "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world". **ENG.6.6.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" to communicate with other people. **ENG.6.6.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 and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.6.6.S1** Students can get ready for speaking-expression process about the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world". **ENG.6.6.S2** Students can use the model/example for producing verbal content about the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world". **ENG.6.6.S3** Students can organise a new verbal content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" by speaking accurately, efficiently, and authentically. **ENG.6.6.S4** Students can construct a new verbal content on "life in the world and culture with countries,	or pictures. Then, they will share the quiz with their classmates. They will evaluate the results together as a whole class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Library Week

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Mexican), chicken ramen (Japanese), sweet and sour chicken (Chinese), curry (Indian), falafel (Middle East), pancake (American). Target Grammatical Structures in Use: -Modals for Probability (can, could, may, might): (He can enjoy a bagel every morning). -Could (for Deduction or Speculation): (That sweet potato could be part of a healthy diet). - "Need" for Necessity or for Obligation: (You need to peel cucumbers. You needn't use sugar). - "Must" versus "Have to": (She must chop broccoli to make the dish nutritious. We have to reserve a bagel in advance at the cafe). - "Should" for Giving Advice: (You should eat a spoonful of vegetables for good health). - "Must/can't" for Deduction: (He must be preparing grilled meat because of the barbecue smell). Functions of the Grammatical Structures in Use: -Use of Modals for Probability (can, could, may, might): Expressing possibility or probability. -Use of "Could" for Deduction or Speculation: Expressing deduction or speculation when discussing possibilities or making guesses. -Use of "need" for Necessity or Obligation: Indicating something that is required or essential. -Use of "Must" vs "Have to": Expressing the	nationalities, and languages in the world; food types and events from different parts of the world" by speaking accurately, efficiently, and authentically. **ENG.6.6.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" to communicate with other people in relation to themselves or others, both individually and/or with others. **ENG.6.6.S5** Students can reorganise (reconstruct) and use information about the "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" to communicate with other people.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				difference between the source of necessity or obligation such as internal or external. -Use of “Should” for Giving Advice: Giving advice or making recommendations. -Use of “must/can’t” for Deduction: Indicating a logical certainty or a logical impossibility. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.Target Social Language in Use: Pasta is my have-a go-to recipe! A key to a good stew is slow cooking it for hours! I'll whip up a quick salad for dinner! Cooking is my mum's bread and butter! Target Phonological Sounds in Use: l, m, n, (ng), o, p Vowel: Vowel: o: (/əʊ /, /ɒ /, /ɜ: /) Consonants: l: (/l l/, silent /l/); m; (/m/, /n/); n: (/n/, /ŋ/, silent /n/); ng: (/ng/); p: (pi /p/, silent /p/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
26	5–9 Nisan	8	Theme 6: Lıfe In The World & Culture	LIFE IN THE WORLD & CULTURE Sub-themes: Personal habits and routines for food; different local and international food types and cooking styles Target vocabulary in use (and revisional vocabulary): Vocabulary for personal habits and routines for food: Nouns: A bunch, carb, carbohydrate, a cell, a chopstick, a counter, a	**ENG.6.6.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" carefully. **ENG.6.6.L2** Students can bring information about the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" together through significant details and main components while listening/ watching it. **ENG.6.6.L3** Students can make meaning of/derive meaning from the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" through significant details by listening/watching it carefully. **ENG.6.6.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 and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world". **ENG.6.6.P1** Students can select and use the target phonological elements of the current content about "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a quiz about the theme of life in the world and culture. First, they will search about foods and dishes from different countries, food habits and routines from various cultures. Then they will prepare questions related to this information. The quiz may include true/ false questions, multiple choice or short- answer questions. Also, they may enrich their quizzes with visuals or pictures. Then, they will share the quiz with their classmates. They will

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				cuisine, an eating disorder, a fryer, a gramme (gram-AmE), a litre, mineral, a mixer, a mug, nutrition, obesity, a portion, a grocery, a tendency, consumption, a pizzeria, a portion, protein, pudding, roast, a self-service, a server, spoonful, a supper, takeaway, a teaspoon, a toaster, a vitamin, steam. Verbs: To starve, to chop, to flavour, to grill, to heat up, to peel, to reserve. Adjectives: Acceptable, bitter, cheesy, dietary, eat-in, juicy, lean, low-fat, nutritious, organic, pure, self-service, sour, tough, visible. Adverbs: Nowadays, sufficiently. Vocabulary for different local and international food types and cooking styles: Nouns: A bagel, a baguette, baked beans, beefsteak, broccoli, chilli, courgette (zucchini-AmE), crab, cracker, cucumber, dairy, a flavour, fried rice, goat cheese, a gain, herb, a kit, noodle, pastry, popularity, a protein, rice pudding, sour cream, spice, sweetcorn, sweet pepper, sweet potato, veg, vinegar, steam, a spoonful, a usage. Verbs: To gain, to chop, to grill, to peel, to differentiate, to process. Adjectives: Bitter, dairy-free, remarkable, considerable. Lasagne (Italy), croissant (French), taco (Mexican), chicken ramen (Japanese),	**ENG.6.6.R1** Students can get ready for the reading-comprehension process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.R2** Students can bring information about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.6.R2** Students can bring information about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.6.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” in relation to themselves or others, both individually and/or with others. **ENG.6.6.V1** Students can select and use the target vocabulary of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.6.G1** Students can select and use the target grammatical elements of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.6.W1** Students can get ready for the writing-expression process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.W2** Students can understand the model/example for the writing task about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.W3** Students can organise a content for the assigned writing task on the current content “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” based on the model/example provided. **ENG.6.6.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people. **ENG.6.6.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 and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” in relation to themselves or others, both individually and/or with others. **ENG.6.6.S1** Students can get ready for speaking-expression process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.S2** Students can use the model/example for producing verbal content about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.S3** Students can organise a new verbal content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” by speaking accurately, efficiently, and authentically. **ENG.6.6.S4** Students can construct a new verbal content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” by speaking accurately, efficiently, and authentically.	evaluate the results together as a whole 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
				sweet and sour chicken (Chinese), curry (Indian), falafel (Middle East), pancake (American). Target Grammatical Structures in Use: -Modals for Probability (can, could, may, might): (He can enjoy a bagel every morning). -Could (for Deduction or Speculation): (That sweet potato could be part of a healthy diet). - “Need” for Necessity or for Obligation: (You need to peel cucumbers. You needn’t use sugar). - “Must” versus “Have to”: (She must chop broccoli to make the dish nutritious. We have to reserve a bagel in advance at the cafe). - “Should” for Giving Advice: (You should eat a spoonful of vegetables for good health). - “Must/can’t” for Deduction: (He must be preparing grilled meat because of the barbecue smell). Functions of the Grammatical Structures in Use: -Use of Modals for Probability (can, could, may, might): Expressing possibility or probability. -Use of “Could” for Deduction or Speculation: Expressing deduction or speculation when discussing possibilities or making guesses. -Use of “need” for Necessity or Obligation: Indicating something that is required or essential. -Use of “Must” vs “Have to”: Expressing the difference between the source of necessity or	**ENG.6.6.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people in relation to themselves or others, both individually and/or with others. **ENG.6.6.S5** Students can reorganise (reconstruct) and use information about the “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				obligation such as internal or external. -Use of “Should” for Giving Advice: Giving advice or making recommendations. -Use of “must/can’t” for Deduction: Indicating a logical certainty or a logical impossibility. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.Target Social Language in Use: Pasta is my have-a go-to recipe! A key to a good stew is slow cooking it for hours! I'll whip up a quick salad for dinner! Cooking is my mum's bread and butter! Target Phonological Sounds in Use: l, m, n, (ng), o, p Vowel: Vowel: o: (/əʊ /, /ɒ /, /ɜ: /) Consonants: l: (/l/ /l/, silent /l/); m; (/m/, /m/); n: (/n/, /n/, silent /n/); ng: (/ŋ/); p: (pi /p/, silent /p/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
27	12–16 Nisan					
28	19–23 Nisan	8	Theme 6: Lıfe In The World & Culture	LIFE IN THE WORLD & CULTURE Sub-themes: Personal habits and routines for food; different local and international food types and cooking styles Target vocabulary in use (and revisional vocabulary): Vocabulary for personal habits and routines for food: Nouns: A bunch, carb, carbohydrate, a cell, a chopstick, a counter, a	**ENG.6.6.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" carefully. **ENG.6.6.L2** Students can bring information about the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" together through significant details and main components while listening/ watching it. **ENG.6.6.L3** Students can make meaning of/derive meaning from the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" through significant details by listening/watching it carefully. **ENG.6.6.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 and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world". **ENG.6.6.P1** Students can select and use the target phonological elements of the current content about "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a quiz about the theme of life in the world and culture. First, they will search about foods and dishes from different countries, food habits and routines from various cultures. Then they will prepare questions related to this information. The quiz may include true/ false questions, multiple choice or short- answer questions. Also, they may enrich their quizzes with visuals or pictures. Then, they will share the quiz with their classmates. They will

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				cuisine, an eating disorder, a fryer, a gramme (gram-AmE), a litre, mineral, a mixer, a mug, nutrition, obesity, a portion, a grocery, a tendency, consumption, a pizzeria, a portion, protein, pudding, roast, a self-service, a server, spoonful, a supper, takeaway, a teaspoon, a toaster, a vitamin, steam. Verbs: To starve, to chop, to flavour, to grill, to heat up, to peel, to reserve. Adjectives: Acceptable, bitter, cheesy, dietary, eat-in, juicy, lean, low-fat, nutritious, organic, pure, self-service, sour, tough, visible. Adverbs: Nowadays, sufficiently. Vocabulary for different local and international food types and cooking styles: Nouns: A bagel, a baguette, baked beans, beefsteak, broccoli, chilli, courgette (zucchini-AmE), crab, cracker, cucumber, dairy, a flavour, fried rice, goat cheese, a gain, herb, a kit, noodle, pastry, popularity, a protein, rice pudding, sour cream, spice, sweetcorn, sweet pepper, sweet potato, veg, vinegar, steam, a spoonful, a usage. Verbs: To gain, to chop, to grill, to peel, to differentiate, to process. Adjectives: Bitter, dairy-free, remarkable, considerable. Lasagne (Italy), croissant (French), taco (Mexican), chicken ramen (Japanese),	**ENG.6.6.R1** Students can get ready for the reading-comprehension process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.R2** Students can bring information about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.6.R2** Students can bring information about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.6.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” in relation to themselves or others, both individually and/or with others. **ENG.6.6.V1** Students can select and use the target vocabulary of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.6.G1** Students can select and use the target grammatical elements of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.6.W1** Students can get ready for the writing-expression process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.W2** Students can understand the model/example for the writing task about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.W3** Students can organise a content for the assigned writing task on the current content “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” based on the model/example provided. **ENG.6.6.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people. **ENG.6.6.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 and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” in relation to themselves or others, both individually and/or with others. **ENG.6.6.S1** Students can get ready for speaking-expression process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.S2** Students can use the model/example for producing verbal content about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”. **ENG.6.6.S3** Students can organise a new verbal content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” by speaking accurately, efficiently, and authentically. **ENG.6.6.S4** Students can construct a new verbal content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” by speaking accurately, efficiently, and authentically.	evaluate the results together as a whole 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

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				sweet and sour chicken (Chinese), curry (Indian), falafel (Middle East), pancake (American). Target Grammatical Structures in Use: -Modals for Probability (can, could, may, might): (He can enjoy a bagel every morning). -Could (for Deduction or Speculation): (That sweet potato could be part of a healthy diet). - “Need” for Necessity or for Obligation: (You need to peel cucumbers. You needn’t use sugar). - “Must” versus “Have to”: (She must chop broccoli to make the dish nutritious. We have to reserve a bagel in advance at the cafe). - “Should” for Giving Advice: (You should eat a spoonful of vegetables for good health). - “Must/can’t” for Deduction: (He must be preparing grilled meat because of the barbecue smell). Functions of the Grammatical Structures in Use: -Use of Modals for Probability (can, could, may, might): Expressing possibility or probability. -Use of “Could” for Deduction or Speculation: Expressing deduction or speculation when discussing possibilities or making guesses. -Use of “need” for Necessity or Obligation: Indicating something that is required or essential. -Use of “Must” vs “Have to”: Expressing the difference between the source of necessity or	**ENG.6.6.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people in relation to themselves or others, both individually and/or with others. **ENG.6.6.S5** Students can reorganise (reconstruct) and use information about the “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				obligation such as internal or external. -Use of “Should” for Giving Advice: Giving advice or making recommendations. -Use of “must/can’t” for Deduction: Indicating a logical certainty or a logical impossibility. *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		

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				with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.Target Social Language in Use: Pasta is my have-a go-to recipe! A key to a good stew is slow cooking it for hours! I'll whip up a quick salad for dinner! Cooking is my mum's bread and butter! Target Phonological Sounds in Use: l, m, n, (ng), o, p Vowel: Vowel: o: (/əʊ /, /ɒ /, /ɜ: /) Consonants: l: (/l/ /l/, silent /l/); m; (/m/, /m/); n: (/n/, /n/, silent /n/); ng: (/ŋ/); p: (pi /p/, silent /p/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
29	26–30 Nisan	8	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: Natural disasters and their harms on animals and nature; natural disasters and their harms on humans Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural disasters and their harms on animals and nature: Nouns: Alternative fuel, biofuel, biome, blizzard, a contaminant, carbon, carbon dioxide, carbon footprint, a clean-up, a climate	**ENG.6.7.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" carefully. **ENG.6.7.L2** Students can bring information about the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" together through significant details and main components while listening/watching it. **ENG.6.7.L3** Students can make meaning of/derive meaning from the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" through significant details by listening/watching it carefully. **ENG.6.7.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions". **ENG.6.7.P1** Students can select and use the target phonological elements of the current content about "life in nature and global problems with activities in nature; environmental problems in the world and solutions" accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others. **ENG.6.7.R1** Students can get ready for the reading-comprehension process about the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions".	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a digital or poster presentation about a natural disaster of their choice which focuses on its effects on both nature and humans. They will research how the disaster impacts animals and their habitats, as well as its consequences for human lives, such as displacement or loss of resources. Students will include visuals, such as photographs or drawings, and explain possible solutions to reduce the negative impacts of such disasters. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a

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				crisis, climate strike, a conservation area, consumption, destruction, deforestation, drought, ecology, ecosystem, emergency services, erosion, an eruption, energy-saving, an environmentalist, a flame, floodwater, fossil fuel, a green belt, greenhouse gas, a landfill, a landslide, lava, oxygen, polluter, protection, a reserve, a rig, a slide, species, a shock, a tank, thunderstorm, tsunami, typhoon, a wound. Verbs: To collapse, to dig, to disturb, to dump, to erupt, to generate, to melt, to reserve, to slide, to wound, to starve, to shock. Adjectives: Absolute, adequate, apparent, eco-friendly, harmful, hydroelectric, nonrenewable, universal, urgent, solar, sustainable, volcanic. Vocabulary for natural disasters and their harms on humans: Nouns: A lung, a rescue, a rescuer, a shelter, a soul, a threat, climate change, a tsunami, a cyclone (tornado, hurricane-AmE), an avalanche, a landslide, displacement, shock, homelessness, a survivor, a tragedy, famine, immigration, a refugee, a human right. Verbs: To harm, to maintain, to rescue, to arise, to urge, to starve, to emigrate. Adjectives: Alarmed, at-risk, catastrophic, deadly, desperate, harmless, homeless,	**ENG.6.7.R2** Students can bring information about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.7.R3** Students can make meaning of / derive meaning from the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by reading it carefully. **ENG.6.7.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. **ENG.6.7.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. **ENG.6.7.V1** Students can select and use the target vocabulary of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.7.G1** Students can select and use the target grammatical elements of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.7.W3** Students can organise a content for the assigned writing task on the current content “life in nature and global problems with activities in nature; environmental problems in the world and solutions” based on the model/ example provided. **ENG.6.7.W4** Students can individually construct/form content for the assigned writing task on the current content “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people. **ENG.6.7.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. **ENG.6.7.S1** Students can get ready for speaking-expression process about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.S2** Students can use the model/example for producing verbal content about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.S3** Students can organise a new verbal content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by speaking accurately, efficiently, and authentically. **ENG.6.7.S4** Students can construct a new verbal content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by speaking accurately, efficiently, and authentically. **ENG.6.7.S5** Students can reorganise (reconstruct) and use information about the “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people. **ENG.6.7.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people in relation to themselves or others, both individually and/or with others. **ENG.6.7.W2** Students can understand the model/example for the writing task about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”.	marking scheme. 29 April, Kût'ül Amâre Victory 1 May, Labour Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				high-risk, low-risk, risky, severe, uninhabitable, destructive. Target Grammatical Structures in Use: -Relative Pronouns used with Relative clauses (which, who, that) (defining and non-defining): (The species that live in the rainforest are in danger due to deforestation. The rainforest, which is home to countless species, is being cut down at an alarming rate). Functions of the Grammatical Structures in Use: -Relative Pronouns used with Relative Clauses: (which, who, that) (defining and non-defining): Use of Defining Relative Clauses (which, who, that): Referring to objects or things by providing essential information that identifies them. Use of Non-defining Relative Clauses (which, who, that): Referring to objects or things by adding extra, nonessential information without changing the core meaning of the sentence. *National and Religious Days, Festivals and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: It feels like a fish out of water! Planting a tree is just a drop in the ocean! We should all go green and start using less plastic! We’re walking on thin ice by risking the future of our planet! Target Phonological Sounds in Use: q, r, s, t, u		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vowel: u: (/ju□ /, /□ /, /ju□ /, silent /u/). Consonants: q: (/kju□ /, /k/); r: (/□ □(Br), silent /r/ (Br), /a□ /(AmE), /□ / (AmE), silent /r/ (Br)); s: (/s/, /□ s/, /z/, silent /s/); t : (/ti□ /, /t/, silent /t/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
30	3–7 Mayıs	8	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: Natural disasters and their harms on animals and nature; natural disasters and their harms on humans Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural disasters and their harms on animals and nature: Nouns: Alternative fuel, biofuel, biome, blizzard, a contaminant, carbon, carbon dioxide, carbon footprint, a clean-up, a climate crisis, climate strike, a conservation area, consumption, destruction, deforestation, drought, ecology, ecosystem, emergency services, erosion, an eruption, energy-saving, an environmentalist, a flame, floodwater, fossil fuel, a green belt, greenhouse gas, a landfill, a landslide, lava, oxygen, polluter, protection, a reserve, a rig, a slide, species, a shock, a tank, thunderstorm, tsunami,	**ENG.6.7.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” carefully. **ENG.6.7.L2** Students can bring information about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” together through significant details and main components while listening/watching it. **ENG.6.7.L3** Students can make meaning of/derive meaning from the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” through significant details by listening/watching it carefully. **ENG.6.7.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.P1** Students can select and use the target phonological elements of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others. **ENG.6.7.R1** Students can get ready for the reading-comprehension process about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.R2** Students can bring information about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.7.R3** Students can make meaning of / derive meaning from the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by reading it carefully. **ENG.6.7.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. **ENG.6.7.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. **ENG.6.7.V1** Students can select and use the target vocabulary of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.7.G1** Students can select and use the target grammatical elements of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately,	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a digital or poster presentation about a natural disaster of their choice which focuses on its effects on both nature and humans. They will research how the disaster impacts animals and their habitats, as well as its consequences for human lives, such as displacement or loss of resources. Students will include visuals, such as photographs or drawings, and explain possible solutions to reduce the negative impacts of such disasters. 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
				typhoon, a wound. Verbs: To collapse, to dig, to disturb, to dump, to erupt, to generate, to melt, to reserve, to slide, to wound, to starve, to shock. Adjectives: Absolute, adequate, apparent, eco-friendly, harmful, hydroelectric, nonrenewable, universal, urgent, solar, sustainable, volcanic. Vocabulary for natural disasters and their harms on humans: Nouns: A lung, a rescue, a rescuer, a shelter, a soul, a threat, climate change, a tsunami, a cyclone (tornado, hurricane-AmE), an avalanche, a landslide, displacement, shock, homelessness, a survivor, a tragedy, famine, immigration, a refugee, a human right. Verbs: To harm, to maintain, to rescue, to arise, to urge, to starve, to emigrate. Adjectives: Alarmed, at-risk, catastrophic, deadly, desperate, harmless, homeless, high-risk, low-risk, risky, severe, uninhabitable, destructive. Target Grammatical Structures in Use: -Relative Pronouns used with Relative clauses (which, who, that) (defining and non-defining): (The species that live in the rainforest are in danger due to deforestation. The rainforest, which is home to countless species, is being cut down at an alarming rate). Functions of the	authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.7.W3** Students can organise a content for the assigned writing task on the current content “life in nature and global problems with activities in nature; environmental problems in the world and solutions” based on the model/ example provided. **ENG.6.7.W4** Students can individually construct/form content for the assigned writing task on the current content “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people. **ENG.6.7.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. **ENG.6.7.S1** Students can get ready for speaking-expression process about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.S2** Students can use the model/example for producing verbal content about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.S3** Students can organise a new verbal content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by speaking accurately, efficiently, and authentically. **ENG.6.7.S4** Students can construct a new verbal content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by speaking accurately, efficiently, and authentically. **ENG.6.7.S5** Students can reorganise (reconstruct) and use information about the “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people. **ENG.6.7.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people in relation to themselves or others, both individually and/or with others. **ENG.6.7.W2** Students can understand the model/example for the writing task about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Structures in Use: -Relative Pronouns used with Relative Clauses: (which, who, that) (defining and non-defining): Use of Defining Relative Clauses (which, who, that): Referring to objects or things by providing essential information that identifies them. Use of Non-defining Relative Clauses (which, who, that): Referring to objects or things by adding extra, nonessential information without changing the core meaning of the sentence. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: It feels like a fish out of water! Planting a tree is just a drop in the ocean! We should all go green and start using less plastic! We're walking on thin ice by risking the future of our planet! Target Phonological Sounds in Use: q, r, s, t, u Vowel: u: (/ju /, / /, /ju /, silent /u/). Consonants: q: (/kju /, /k/); r: (/ (Br), silent /r/ (Br), /a /(AmE), / / (AmE), silent /r/ (Br)); s: (/s/, / s/, /ʃ/, silent /s/); t : (/ti /, /ʧ/, silent /t/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
31	10–14 Mayıs	8	Theme 7: Lıfe In Nature	Sub-themes: Natural	**ENG.6.7.L1** Students can get ready for the listening/watching-comprehension process for the current content on	EVALUATION FOR THE SKILLS AND

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
			& Global Problems	disasters and their harms on animals and nature; natural disasters and their harms on humans Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural disasters and their harms on animals and nature: Nouns: Alternative fuel, biofuel, biome, blizzard, a contaminant, carbon, carbon dioxide, carbon footprint, a clean-up, a climate crisis, climate strike, a conservation area, consumption, destruction, deforestation, drought, ecology, ecosystem, emergency services, erosion, an eruption, energy-saving, an environmentalist, a flame, floodwater, fossil fuel, a green belt, greenhouse gas, a landfill, a landslide, lava, oxygen, polluter, protection, a reserve, a rig, a slide, species, a shock, a tank, thunderstorm, tsunami, typhoon, a wound. Verbs: To collapse, to dig, to disturb, to dump, to erupt, to generate, to melt, to reserve, to slide, to wound, to starve, to shock. Adjectives: Absolute, adequate, apparent, eco-friendly, harmful, hydroelectric, nonrenewable, universal, urgent, solar, sustainable, volcanic. Vocabulary for natural disasters and their harms on humans: Nouns: A lung, a rescue, a rescuer, a shelter, a	“life in nature and global problems with activities in nature; environmental problems in the world and solutions” carefully. **ENG.6.7.L2** Students can bring information about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” together through significant details and main components while listening/watching it. **ENG.6.7.L3** Students can make meaning of/derive meaning from the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” through significant details by listening/watching it carefully. **ENG.6.7.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.P1** Students can select and use the target phonological elements of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others. **ENG.6.7.R1** Students can get ready for the reading-comprehension process about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.R2** Students can bring information about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.7.R3** Students can make meaning of / derive meaning from the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by reading it carefully. **ENG.6.7.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. **ENG.6.7.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. **ENG.6.7.V1** Students can select and use the target vocabulary of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.7.G1** Students can select and use the target grammatical elements of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.7.W3** Students can organise a content for the assigned writing task on the current content “life in nature and global problems with activities in nature; environmental problems in the world and solutions” based on the model/ example provided. **ENG.6.7.W4** Students can individually construct/form content for the assigned writing task on the current content “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people. **ENG.6.7.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others. **ENG.6.7.S1** Students can get ready for speaking-expression process about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”. **ENG.6.7.S2** Students can use the model/example for producing verbal content about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”.	THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a digital or poster presentation about a natural disaster of their choice which focuses on its effects on both nature and humans. They will research how the disaster impacts animals and their habitats, as well as its consequences for human lives, such as displacement or loss of resources. Students will include visuals, such as photographs or drawings, and explain possible solutions to reduce the negative impacts of such disasters. 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
				soul, a threat, climate change, a tsunami, a cyclone (tornado, hurricane-AmE), an avalanche, a landslide, displacement, shock, homelessness, a survivor, a tragedy, famine, immigration, a refugee, a human right. Verbs: To harm, to maintain, to rescue, to arise, to urge, to starve, to emigrate. Adjectives: Alarmed, at-risk, catastrophic, deadly, desperate, harmless, homeless, high-risk, low-risk, risky, severe, uninhabitable, destructive. Target Grammatical Structures in Use: -Relative Pronouns used with Relative clauses (which, who, that) (defining and non-defining): (The species that live in the rainforest are in danger due to deforestation. The rainforest, which is home to countless species, is being cut down at an alarming rate). Functions of the Grammatical Structures in Use: -Relative Pronouns used with Relative Clauses: (which, who, that) (defining and non-defining): Use of Defining Relative Clauses (which, who, that): Referring to objects or things by providing essential information that identifies them. Use of Non-defining Relative Clauses (which, who, that): Referring to objects or things by adding extra,	**ENG.6.7.S3** Students can organise a new verbal content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by speaking accurately, efficiently, and authentically. **ENG.6.7.S4** Students can construct a new verbal content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by speaking accurately, efficiently, and authentically. **ENG.6.7.S5** Students can reorganise (reconstruct) and use information about the “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people. **ENG.6.7.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people in relation to themselves or others, both individually and/or with others. **ENG.6.7.W2** Students can understand the model/example for the writing task about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				nonessential information without changing the core meaning of the sentence. *National and Religious Days, Festivals and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				introduction to the whole English Language Curriculum. Target Social Language in Use: It feels like a fish out of water! Planting a tree is just a drop in the ocean! We should all go green and start using less plastic! We're walking on thin ice by risking the future of our planet! Target Phonological Sounds in Use: q, r, s, t, u Vowel: u: (/ju /, / /, /ju /, silent /u/). Consonants: q: (/kju /, / k/); r: (/ (Br), silent /r/ (Br), /a (AmE), / / (AmE), silent /r/ (Br)); s: (/s/, / s/, /z/, silent /s/); t : (/ti /, /t/, silent / t/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
32	17–21 Mayıs	8	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: Natural disasters and their harms on animals and nature; natural disasters and their harms on humans Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural disasters and their harms on animals and nature: Nouns: Alternative fuel, biofuel, biome, blizzard, a contaminant, carbon, carbon dioxide, carbon footprint, a clean-up, a climate crisis, climate strike, a	**ENG.6.7.L1** Students can get ready for the listening/watching-comprehension process for the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" carefully. **ENG.6.7.L2** Students can bring information about the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" together through significant details and main components while listening/watching it. **ENG.6.7.L3** Students can make meaning of/derive meaning from the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" through significant details by listening/watching it carefully. **ENG.6.7.L4** Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions". **ENG.6.7.P1** Students can select and use the target phonological elements of the current content about "life in nature and global problems with activities in nature; environmental problems in the world and solutions" accurately, authentically, and naturally through spontaneous decisionmaking processes and use it in an appropriate and effective way when communicating with others. **ENG.6.7.R1** Students can get ready for the reading-comprehension process about the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions". **ENG.6.7.R2** Students can bring information about the current content on "life in nature and global problems with	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a digital or poster presentation about a natural disaster of their choice which focuses on its effects on both nature and humans. They will research how the disaster impacts animals and their habitats, as well as its consequences for human lives, such as displacement or loss of resources. Students will include visuals, such as photographs or drawings, and explain possible solutions to reduce the negative impacts of such disasters. 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
				conservation area, consumption, destruction, deforestation, drought, ecology, ecosystem, emergency services, erosion, an eruption, energy-saving, an environmentalist, a flame, floodwater, fossil fuel, a green belt, greenhouse gas, a landfill, a landslide, lava, oxygen, polluter, protection, a reserve, a rig, a slide, species, a shock, a tank, thunderstorm, tsunami, typhoon, a wound. Verbs: To collapse, to dig, to disturb, to dump, to erupt, to generate, to melt, to reserve, to slide, to wound, to starve, to shock. Adjectives: Absolute, adequate, apparent, eco-friendly, harmful, hydroelectric, nonrenewable, universal, urgent, solar, sustainable, volcanic. Vocabulary for natural disasters and their harms on humans: Nouns: A lung, a rescue, a rescuer, a shelter, a soul, a threat, climate change, a tsunami, a cyclone (tornado, hurricane-AmE), an avalanche, a landslide, displacement, shock, homelessness, a survivor, a tragedy, famine, immigration, a refugee, a human right. Verbs: To harm, to maintain, to rescue, to arise, to urge, to starve, to emigrate. Adjectives: Alarmed, at-risk, catastrophic, deadly, desperate, harmless, homeless, high-risk, low-risk, risky,	activities in nature; environmental problems in the world and solutions" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.7.R3** Students can make meaning of / derive meaning from the current content about "life in nature and global problems with activities in nature; environmental problems in the world and solutions" by reading it carefully. **ENG.6.7.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in nature and global problems with activities in nature; environmental problems in the world and solutions" in relation to themselves or others, both individually and/or with others. **ENG.6.7.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in nature and global problems with activities in nature; environmental problems in the world and solutions" in relation to themselves or others, both individually and/or with others. **ENG.6.7.V1** Students can select and use the target vocabulary of the current content about "life in nature and global problems with activities in nature; environmental problems in the world and solutions" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.7.G1** Students can select and use the target grammatical elements of the current content about "life in nature and global problems with activities in nature; environmental problems in the world and solutions" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.7.W3** Students can organise a content for the assigned writing task on the current content "life in nature and global problems with activities in nature; environmental problems in the world and solutions" based on the model/example provided. **ENG.6.7.W4** Students can individually construct/form content for the assigned writing task on the current content "life in nature and global problems with activities in nature; environmental problems in the world and solutions". **ENG.6.7.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the "life in nature and global problems with activities in nature; environmental problems in the world and solutions" to communicate with other people. **ENG.6.7.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in nature and global problems with activities in nature; environmental problems in the world and solutions" in relation to themselves or others, both individually and/or with others. **ENG.6.7.S1** Students can get ready for speaking-expression process about the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions". **ENG.6.7.S2** Students can use the model/example for producing verbal content about the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions". **ENG.6.7.S3** Students can organise a new verbal content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" by speaking accurately, efficiently, and authentically. **ENG.6.7.S4** Students can construct a new verbal content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions" by speaking accurately, efficiently, and authentically. **ENG.6.7.S5** Students can reorganise (reconstruct) and use information about the "life in nature and global problems with activities in nature; environmental problems in the world and solutions" to communicate with other people. **ENG.6.7.S6** Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in nature and global problems with activities in nature; environmental problems in the world and solutions" to communicate with other people in relation to themselves or others, both individually and/or with others. **ENG.6.7.W2** Students can understand the model/example for the writing task about the current content on "life in nature and global problems with activities in nature; environmental problems in the world and solutions".	19 May, The Commemoration of Atatürk, Youth and Sports Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				severe, uninhabitable, destructive. Target Grammatical Structures in Use: -Relative Pronouns used with Relative clauses (which, who, that) (defining and non-defining): (The species that live in the rainforest are in danger due to deforestation. The rainforest, which is home to countless species, is being cut down at an alarming rate). Functions of the Grammatical Structures in Use: -Relative Pronouns used with Relative Clauses: (which, who, that) (defining and non-defining): Use of Defining Relative Clauses (which, who, that): Referring to objects or things by providing essential information that identifies them. Use of Non-defining Relative Clauses (which, who, that): Referring to objects or things by adding extra, nonessential information without changing the core meaning of the sentence. *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)”,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				“Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: It feels like a fish out of water! Planting a tree is just a drop in the ocean! We should all go green and start using less plastic! We’re walking on thin ice by risking the future of our planet! Target Phonological Sounds in Use: q, r, s, t, u Vowel: u: (/ju /, / /, ju /,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				silent /u/). Consonants: q: (/kju /, /k/); r: (/ (Br), silent /r/ (Br), /a /(AmE), / / (AmE), silent /r/ (Br)); s: (/s/, / s/, /z/, silent /s/); t : (/ti /, /t/, silent /t/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
33	24–28 Mayıs	8	Theme 8: Lıfe In The Unıverse & Future	LIFE IN THE UNIVERSE & FUTURE Sub-themes: life in the universe; life in the future; space and technology Target Vocabulary in Use (with revisional vocabulary): Nouns: An alien, an asteroid, an astronomer, astronomy, a creature, an estimate, an extreme, galaxy, an imagination, an observation, an orbit, a planet, a proof, a research, a scientist, species, a suspect, a try, a witness, an observer, duration, solar system, a telescope, universe. Verbs: To estimate, to launch, to orbit, to observe, to suspect, to witness, to navigate, to colonise, to transmit. Adjectives: Massive, cosmic, artificial. Vocabulary for space and technology: Nouns: An aerospace, an astronaut, bioengineering, a capsule, an exploration, nanotechnology, an observation, a rocket, a satellite, a shadow, a	**ENG.6.8.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” carefully. **ENG.6.8.L2** Students can bring information about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” together through significant details and main components while listening/watching it. **ENG.6.8.L3** Students can make meaning of/derive meaning from the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” through significant details by listening/watching it carefully. **ENG.6.8.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 planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.P1** Students can select and use the target phonological elements of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.8.R1** Students can get ready for the reading-comprehension process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.R2** Students can bring information about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.8.R3** Students can make meaning of / derive meaning from the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by reading it carefully. **ENG.6.8.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” in relation to themselves or others, both individually and/or with others. **ENG.6.8.V1** Students can select and use the target vocabulary of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.8.G1** Students can select and use the target grammatical elements of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.8.W1** Students can get ready for the writing-expression process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.W2** Students can understand the model/example for the writing task about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.W3** Students can organise a content for the assigned writing task on the current content “life in the	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a short story called “Life in Space”. They will imagine living on another planet in the future and describe what life is like. They will write about how people travel in space, the technology they use, and what their homes look like. Students can also include ideas about what people eat and how they work or play. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 29 May, Conquest of İstanbul

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				spacecraft, a spaceship, a spaceman, a spacesuit, a spacewalk, a spacewoman, a take-off, a voyage, a wire Verbs: To attempt, to explore, to navigate, to transplant, to stimulate, to exceed, to launch. Adjectives: Logical, realistic, reasonable, solar, abstract, sustainable, technological. Target Grammatical Structures in Use: - Zero Conditional: (If you update the software, your computer works better). -Conditional 1: (If you update your phone, it will run -Use of Zero Conditional: Describing general truths, facts, and habits and situations where the result always happens if the condition is met. -Use of Conditional 1: Describing realistic situations in future that are likely to happen and/ or cause-andeffect relationship between a condition and its probable outcome. *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)	universe and future with planets and the Earth as a planet; life on Earth in the future” based on the model/example provided. **ENG.6.8.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” to communicate with other people. **ENG.6.8.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 planets and the Earth as a planet; life on Earth in the future” in relation to themselves or others, both individually and/or with others. **ENG.6.8.S1** Students can get ready for speaking-expression process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.S2** Students can use the model/example for producing verbal content about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.S3** Students can organise a new verbal content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by speaking accurately, efficiently, and authentically. **ENG.6.8.S4** Students can construct a new verbal content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by speaking accurately, efficiently, and authentically. **ENG.6.8.S5** Students can reorganise (reconstruct) and use information about the “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” to communicate with other people. **ENG.6.8.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 planets and the Earth as a planet; life on Earth in the future” to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: The new space project will blast off next year! This robot feels ahead of his time! The electric car company is in the driver's seat of green technology! The sky's the limit for technological developments! Target Phonological Sounds in Use: Consonants: v, w, x, y, z Consonants: v: (/vi /, / v/); w: (/w/), silent /w/); x: (/ ks/, ks/, /gz/); y: (/ wa /, j/, / /, i /)z: / (zed/ (Br), /zi /(AmE),		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				/z/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme. Functions of the Grammatical Structures in Use:		
34	31 Mayıs – 4 Haziran	8	Theme 8: Lıfe In The Unıverse & Future	LIFE IN THE UNIVERSE & FUTURE Sub-themes: life in the universe; life in the future; space and technology Target Vocabulary in Use (with revisional vocabulary): Nouns: An alien, an asteroid, an astronomer, astronomy, a creature, an estimate, an extreme, galaxy, an imagination, an observation, an orbit, a planet, a proof, a research, a scientist, species, a suspect, a try, a witness, an observer, duration, solar system, a telescope, universe. Verbs: To estimate, to launch, to orbit, to observe, to suspect, to witness, to navigate, to colonise, to transmit. Adjectives: Massive, cosmic, artificial. Vocabulary for space and technology: Nouns: An aerospace, an astronaut, bioengineering, a capsule, an exploration, nanotechnology, an observation, a rocket, a satellite, a shadow, a spacecraft, a spaceship, a spaceman, a spacesuit, a spacewalk, a spacewoman, a take-	**ENG.6.8.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” carefully. **ENG.6.8.L2** Students can bring information about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” together through significant details and main components while listening/watching it. **ENG.6.8.L3** Students can make meaning of/derive meaning from the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” through significant details by listening/watching it carefully. **ENG.6.8.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 planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.P1** Students can select and use the target phonological elements of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.8.R1** Students can get ready for the reading-comprehension process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.R2** Students can bring information about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.8.R3** Students can make meaning of / derive meaning from the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by reading it carefully. **ENG.6.8.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” in relation to themselves or others, both individually and/or with others. **ENG.6.8.V1** Students can select and use the target vocabulary of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.8.G1** Students can select and use the target grammatical elements of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.8.W1** Students can get ready for the writing-expression process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.W2** Students can understand the model/example for the writing task about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.W3** Students can organise a content for the assigned writing task on the current content “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” based on the model/example provided. **ENG.6.8.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a short story called “Life in Space”. They will imagine living on another planet in the future and describe what life is like. They will write about how people travel in space, the technology they use, and what their homes look like. Students can also include ideas about what people eat and how they work or play. 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
				off, a voyage, a wire Verbs: To attempt, to explore, to navigate, to transplant, to stimulate, to exceed, to launch. Adjectives: Logical, realistic, reasonable, solar, abstract, sustainable, technological. Target Grammatical Structures in Use: - Zero Conditional: (If you update the software, your computer works better). -Conditional 1: (If you update your phone, it will run -Use of Zero Conditional: Describing general truths, facts, and habits and situations where the result always happens if the condition is met. -Use of Conditional 1: Describing realistic situations in future that are likely to happen and/ or cause-andeffect relationship between a condition and its probable outcome. *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.6.8.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” to communicate with other people. **ENG.6.8.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 planets and the Earth as a planet; life on Earth in the future” in relation to themselves or others, both individually and/or with others. **ENG.6.8.S1** Students can get ready for speaking-expression process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.S2** Students can use the model/example for producing verbal content about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.S3** Students can organise a new verbal content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by speaking accurately, efficiently, and authentically. **ENG.6.8.S4** Students can construct a new verbal content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by speaking accurately, efficiently, and authentically. **ENG.6.8.S5** Students can reorganise (reconstruct) and use information about the “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” to communicate with other people. **ENG.6.8.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 planets and the Earth as a planet; life on Earth in the future” to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: The new space project will blast off next year! This robot feels ahead of his time! The electric car company is in the driver's seat of green technology! The sky's the limit for technological developments! Target Phonological Sounds in Use: Consonants: v, w, x, y, z Consonants: v: (/vi /, /v/); w: (/w/), silent /w/); x: (/ ks/, /ks/, /gz/); y: (/wa /, /j/, / /, /i /)z: /(zed/ (Br), /zi /(AmE), /z/). *No pronunciation symbols will be included in any material written		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				for the pupils, (only) the sounds will be practised through pronunciation activities in the theme. Functions of the Grammatical Structures in Use:		
35	7–11 Haziran	8	Theme 8: Lıfe In The Unıverse & Future	LIFE IN THE UNIVERSE & FUTURE Sub-themes: life in the universe; life in the future; space and technology Target Vocabulary in Use (with revisional vocabulary): Nouns: An alien, an asteroid, an astronomer, astronomy, a creature, an estimate, an extreme, galaxy, an imagination, an observation, an orbit, a planet, a proof, a research, a scientist, species, a suspect, a try, a witness, an observer, duration, solar system, a telescope, universe. Verbs: To estimate, to launch, to orbit, to observe, to suspect, to witness, to navigate, to colonise, to transmit. Adjectives: Massive, cosmic, artificial. Vocabulary for space and technology: Nouns: An aerospace, an astronaut, bioengineering, a capsule, an exploration, nanotechnology, an observation, a rocket, a satellite, a shadow, a spacecraft, a spaceship, a spaceman, a spacesuit, a spacewalk, a spacewoman, a take-off, a voyage, a wire Verbs: To attempt, to explore, to navigate, to transplant, to	**ENG.6.8.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” carefully. **ENG.6.8.L2** Students can bring information about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” together through significant details and main components while listening/watching it. **ENG.6.8.L3** Students can make meaning of/derive meaning from the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” through significant details by listening/ watching it carefully. **ENG.6.8.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 planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.P1** Students can select and use the target phonological elements of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.8.R1** Students can get ready for the reading-comprehension process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.R2** Students can bring information about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.8.R3** Students can make meaning of / derive meaning from the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by reading it carefully. **ENG.6.8.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” in relation to themselves or others, both individually and/or with others. **ENG.6.8.V1** Students can select and use the target vocabulary of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.8.G1** Students can select and use the target grammatical elements of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.8.W1** Students can get ready for the writing-expression process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.W2** Students can understand the model/example for the writing task about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.W3** Students can organise a content for the assigned writing task on the current content “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” based on the model/example provided. **ENG.6.8.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” to communicate with other people. **ENG.6.8.W6** Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a short story called “Life in Space”. They will imagine living on another planet in the future and describe what life is like. They will write about how people travel in space, the technology they use, and what their homes look like. Students can also include ideas about what people eat and how they work or play. 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
				stimulate, to exceed, to launch. Adjectives: Logical, realistic, reasonable, solar, abstract, sustainable, technological. Target Grammatical Structures in Use: - Zero Conditional: (If you update the software, your computer works better). -Conditional 1: (If you update your phone, it will run -Use of Zero Conditional: Describing general truths, facts, and habits and situations where the result always happens if the condition is met. -Use of Conditional 1: Describing realistic situations in future that are likely to happen and/or cause-andeffect relationship between a condition and its probable outcome. *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	expression process about the current content, “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” in relation to themselves or others, both individually and/or with others. **ENG.6.8.S1** Students can get ready for speaking-expression process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.S2** Students can use the model/example for producing verbal content about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.S3** Students can organise a new verbal content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by speaking accurately, efficiently, and authentically. **ENG.6.8.S4** Students can construct a new verbal content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by speaking accurately, efficiently, and authentically. **ENG.6.8.S5** Students can reorganise (reconstruct) and use information about the “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” to communicate with other people. **ENG.6.8.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 planets and the Earth as a planet; life on Earth in the future” to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: The new space project will blast off next year! This robot feels ahead of his time! The electric car company is in the driver's seat of green technology! The sky's the limit for technological developments! Target Phonological Sounds in Use: Consonants: v, w, x, y, z Consonants: v: (/vi /, / v/); w: (/w/), silent /w/); x: (/ ks/, ks/, /gz/); y: (/ wa /, j/, / /, i /)z: / (zed/ (Br), /zi /(AmE), /z/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in the theme. Functions of the Grammatical Structures in Use:		
36	14–18 Haziran	8	Theme 8: Lıfe In The Unıverse & Future	LIFE IN THE UNIVERSE & FUTURE Sub-themes: life in the universe; life in the future; space and technology Target Vocabulary in Use (with revisional vocabulary): Nouns: An alien, an asteroid, an astronomer, astronomy, a creature, an estimate, an extreme, galaxy, an imagination, an observation, an orbit, a planet, a proof, a research, a scientist, species, a suspect, a try, a witness, an observer, duration, solar system, a telescope, universe. Verbs: To estimate, to launch, to orbit, to observe, to suspect, to witness, to navigate, to colonise, to transmit. Adjectives: Massive, cosmic, artificial. Vocabulary for space and technology: Nouns: An aerospace, an astronaut, bioengineering, a capsule, an exploration, nanotechnology, an observation, a rocket, a satellite, a shadow, a spacecraft, a spaceship, a spaceman, a spacesuit, a spacewalk, a spacewoman, a take-off, a voyage, a wire Verbs: To attempt, to explore, to navigate, to transplant, to stimulate, to exceed, to launch. Adjectives: Logical, realistic, reasonable, solar,	**ENG.6.8.L1** Students can get ready for the listening/watching-comprehension process for the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” carefully. **ENG.6.8.L2** Students can bring information about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” together through significant details and main components while listening/watching it. **ENG.6.8.L3** Students can make meaning of/derive meaning from the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” through significant details by listening/watching it carefully. **ENG.6.8.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 planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.P1** Students can select and use the target phonological elements of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.6.8.R1** Students can get ready for the reading-comprehension process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.R2** Students can bring information about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.6.8.R3** Students can make meaning of / derive meaning from the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by reading it carefully. **ENG.6.8.R4** Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” in relation to themselves or others, both individually and/or with others. **ENG.6.8.V1** Students can select and use the target vocabulary of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.8.G1** Students can select and use the target grammatical elements of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.6.8.W1** Students can get ready for the writing-expression process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.W2** Students can understand the model/example for the writing task about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.W3** Students can organise a content for the assigned writing task on the current content “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” based on the model/example provided. **ENG.6.8.W4** Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.W5** Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” to communicate with other people. **ENG.6.8.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 planets and the Earth as a planet; life on Earth in the future” in relation to themselves or others, both individually and/or with others. **ENG.6.8.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 write a short story called “Life in Space”. 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Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				abstract, sustainable, technological. Target Grammatical Structures in Use: - Zero Conditional: (If you update the software, your computer works better). -Conditional 1: (If you update your phone, it will run -Use of Zero Conditional: Describing general truths, facts, and habits and situations where the result always happens if the condition is met. -Use of Conditional 1: Describing realistic situations in future that are likely to happen and/ or cause-andeffect relationship between a condition and its probable outcome. *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,	universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.S2** Students can use the model/example for producing verbal content about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”. **ENG.6.8.S3** Students can organise a new verbal content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by speaking accurately, efficiently, and authentically. **ENG.6.8.S4** Students can construct a new verbal content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by speaking accurately, efficiently, and authentically. **ENG.6.8.S5** Students can reorganise (reconstruct) and use information about the “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” to communicate with other people. **ENG.6.8.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 planets and the Earth as a planet; life on Earth in the future” to communicate with other people in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: The new space project will blast off next year! This robot feels ahead of his time! The electric car company is in the driver's seat of green technology! The sky's the limit for technological developments! Target Phonological Sounds in Use: Consonants: v, w, x, y, z Consonants: v: (/vi /, /v/); w: (/w/), silent /w/); x: (/ ks/, ks/, /gz/); y: (/wa /, j/, / /, i /)z: /(zed/ (Br), /zi /(AmE), /z/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme. Functions of the Grammatical Structures in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
37	21–25 Haziran		(Sosyal etkinlik)			

Kaynak: MEB ÇOKLU YABANCI DİL İNGİLİZCE (5-8. SINIF) TASLAK ÇERÇEVE YILLIK PLAN.xlsx (ÇYDEM 6) · https://tymm.meb.gov.tr/assets/file/coklu-yabanci-dil-egitim-modeli-ingilizce-yillik-planlar_20260902_114905_773.zip · Kontrol: 2026-11-21. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.