2026-2027 Eğitim-Öğretim Yılı · İngilizce 6. sınıf · Standart program Çerçeve Yıllık Planı

Haftalık 3 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	3	Orıentatıon			15 July, Democracy and National Unity Day Primary Education Week
2	21–25 Eylül	3	Revısıon			Turkish Language Day
3	28 Eylül – 2 Ekim	3	Revısıon			
4	5–9 Ekim	3	Theme 1: School Lıfe	Sub-themes: Roles, and responsibilities at school; school routines; national days and celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for roles, and responsibilities at school: Nouns: A permission, a leader, a manner, a guide, a celebration, an interview, a celebration, a festival, a school ceremony, an assembly, a speech. Verbs: To support, to lead, to care, to volunteer, to celebrate. Adjectives: Helpful, successful, keen. Adverbs: Carefully, willingly, cheerfully. Vocabulary for school routines: Nouns: An instruction, a listener, a term, a follow-up, a ceremony, national anthem, a parade, a flag. Verbs: To enter, to greet, to pack, to pass, to fail, to try, to follow. Adjectives: Later, soon. Adverbs: Before, regularly. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and	**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 “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 prepare a poster about their daily routines at school. First, they will write sentences describing their daily routines at school. Then, they will write these sentences on a paper and add some details such as photos, pictures, drawings etc. Finally, they will present their posters in the class and display them on the classroom bulletin board. 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
				Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Background Grammatical Structures in Use: -Articles (a/an/the): (A leader, an instruction, the permission) -Imperatives: (Enter the classroom quietly).	**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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				-Personal pronouns: (He listens carefully to the teacher's instructions). -There is/There are: (There is a leader in every group. There are instructions written on the board). -Wh- questions (who-when-what-where): (Who is the leader of the class? Where do we enter the building?) Target Grammatical Structures in Use: -The Present Simple Tense: (A leader always cares for the team). -Adverbs of frequency: (Students often greet their teachers before entering the class). -Object pronouns: (The teacher supports them in their work). Functions of the Grammatical Structures in Use: -Use of articles (a/an/the): Expressing non-specific or general items and specific or definite items. -Use of imperatives: Giving commands. -Use of The Present Simple Tense: Expressing routines, habits, general truths, and facts. -Use of adverbs of frequency: Expressing the frequency of actions or events. -Use of personal pronouns: Indicating who is involved in the action, possession, or other relationships in a sentence. -Use of there is/there are: Introducing existence or presence, specifying objects, people, or places in a location. -Use of wh-		

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				questions (who-when-what-where): Asking about things, actions, ideas, a time of an event, about people in an action. Use of object pronouns: Replacing nouns that receive the action in a sentence. Target Social Language in Use: She's such a team player during all school projects! You need to work harder to make the grade! The choir is always in the spotlight during the Republic Day celebrations! Target Phonological Sounds in Use: Intonation of positive statements		
5	12–16 Ekim	3	Theme 1: School Lıfe	Sub-themes: Roles, and responsibilities at school; school routines; national days and celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for roles, and responsibilities at school: Nouns: A permission, a leader, a manner, a guide, a celebration, an interview, a celebration, a festival, a school ceremony, an assembly, a speech. Verbs: To support, to lead, to care, to volunteer, to celebrate. Adjectives: Helpful, successful, keen. Adverbs: Carefully, willingly, cheerfully. Vocabulary for school routines: Nouns: An instruction, a listener, a term, a follow-up, a ceremony, national	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a poster about their daily routines at school. First, they will write sentences describing their daily routines at school. Then, they will write these sentences on a paper and add some details such as photos, pictures, drawings etc. Finally, they will present their posters in the class and display them on the classroom bulletin board. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				anthem, a parade, a flag. Verbs: To enter, to greet, to pack, to pass, to fail, to try, to follow. Adjectives: Later, soon. Adverbs: Before, regularly. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A	**ENG.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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				or events. -Use of personal pronouns: Indicating who is involved in the action, possession, or other relationships in a sentence. -Use of there is/there are: Introducing existence or presence, specifying objects, people, or places in a location. -Use of wh-questions (who-when-what-where): Asking about things, actions, ideas, a time of an event, about people in an action. Use of object pronouns: Replacing nouns that receive the action in a sentence. Target Social Language in Use: She's such a team player during all school projects! You need to work harder to make the grade! The choir is always in the spotlight during the Republic Day celebrations! Target Phonological Sounds in Use: Intonation of positive statements		
6	19–23 Ekim	3	Theme 1: School Lıfe	Sub-themes: Roles, and responsibilities at school; school routines; national days and celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for roles, and responsibilities at school: Nouns: A permission, a leader, a manner, a guide, a celebration, an interview, a celebration, a festival, a school ceremony, an	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a poster about their daily routines at school. First, they will write sentences describing their daily routines at school. Then, they will write these sentences on a paper and add some details such as photos, pictures, drawings etc. Finally, they will present their posters in the class and display them on the classroom bulletin board. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				assembly, a speech. Verbs: To support, to lead, to care, to volunteer, to celebrate. Adjectives: Helpful, successful, keen. Adverbs: Carefully, willingly, cheerfully. Vocabulary for school routines: Nouns: An instruction, a listener, a term, a follow-up, a ceremony, national anthem, a parade, a flag. Verbs: To enter, to greet, to pack, to pass, to fail, to try, to follow. Adjectives: Later, soon. 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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; 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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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				situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Background Grammatical Structures in Use: -Articles (a/an/the): (A leader, an instruction, the permission) -Imperatives: (Enter the classroom quietly). -Personal pronouns: (He listens carefully to the teacher's instructions). -There is/There are: (There is a leader in every group. There are instructions written on the board). -Wh- questions (who-when-what-where): (Who is the leader of the class? Where do we enter the building?) Target Grammatical Structures in Use: -The Present Simple Tense: (A leader always cares for the team). -Adverbs of frequency: (Students often greet their teachers before entering the class). -Object pronouns: (The teacher supports them in their work). Functions of the Grammatical Structures in Use: -Use of articles (a/an/the): Expressing non-		

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7	26–30 Ekim	3	Theme 1: School Lıfe	Sub-themes: Roles, and responsibilities at school; school routines; national days and	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a poster about

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				celebrations Target Vocabulary in Use (with revisional vocabulary): Vocabulary for roles, and responsibilities at school: Nouns: A permission, a leader, a manner, a guide, a celebration, an interview, a celebration, a festival, a school ceremony, an assembly, a speech. Verbs: To support, to lead, to care, to volunteer, to celebrate. Adjectives: Helpful, successful, keen. Adverbs: Carefully, willingly, cheerfully. Vocabulary for school routines: Nouns: An instruction, a listener, a term, a follow-up, a ceremony, national anthem, a parade, a flag. Verbs: To enter, to greet, to pack, to pass, to fail, to try, to follow. Adjectives: Later, soon. Adverbs: Before, regularly. *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	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 “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	their daily routines at school. First, they will write sentences describing their daily routines at school. Then, they will write these sentences on a paper and add some details such as photos, pictures, drawings etc. Finally, they will present their posters in the class and display them on the classroom bulletin board. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 29 October, Republic Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Background Grammatical Structures in Use: -Articles (a/an/the): (A leader, an instruction, the permission) -Imperatives: (Enter the classroom quietly). -Personal pronouns: (He listens carefully to the teacher's instructions). -There is/There are: (There is a leader in every group. There are instructions written on the board). -Wh- questions (who-when-what-where): (Who is the leader of the class? Where do we enter the building?) Target Grammatical Structures in Use: -The Present Simple Tense: (A leader always	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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				cares for the team). -Adverbs of frequency: (Students often greet their teachers before entering the class). -Object pronouns: (The teacher supports them in their work). Functions of the Grammatical Structures in Use: -Use of articles (a/an/ the): Expressing non-specific or general items and specific or definite items. -Use of imperatives: Giving commands. -Use of The Present Simple Tense: Expressing routines, habits, general truths, and facts. -Use of adverbs of frequency: Expressing the frequency of actions or events. -Use of personal pronouns: Indicating who is involved in the action, possession, or other relationships in a sentence. -Use of there is/there are: Introducing existence or presence, specifying objects, people, or places in a location. -Use of wh-questions (who-when-what-where): Asking about things, actions, ideas, a time of an event, about people in an action. Use of object pronouns: Replacing nouns that receive the action in a sentence. Target Social Language in Use: She's such a team player during all school projects! You need to work harder to make the grade!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				The choir is always in the spotlight during the Republic Day celebrations! Target Phonological Sounds in Use: Intonation of positive statements		
8	2–6 Kasım	3	Theme 2: Classroom Lıfe	Sub-themes: Daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50 Target Vocabulary in Use (with revisional vocabulary): Vocabulary for daily and study routines: Nouns: A habit, a research. Verbs: To brush, to rest, to search, to focus, to review, to recycle, to repeat, to revise, to remember, to practise, to work in pairs, to work in groups, to share. Adjectives: Regular, after, before. Adverbs: Firstly, normally. Vocabulary for learning activities in the classroom: Nouns: A diary, a level, a sort, learning, a method, teaching, an activity, a task, an exercise, a peer, a pair, a group. Verbs: To continue, to mark, to count, to read silently, to read aloud. Adjectives: Creative, effective. Adverbs: Easily, in turns, one after another, to each other, together. Vocabulary for cardinal numbers 100-500: From 100 to 500. Vocabulary for ordinal numbers 1-50: From 1st	**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”. **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”	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a game about numbers focusing on using cardinal numbers (100-500) and ordinal numbers (1-50). They will design a game, such as a board game, card game, or quiz, where players solve problems or answer questions about these numbers. They will also place questions about school routines and learning activities to be answered in an order with given numbers. They will write simple rules for their games and create challenges related to classroom life, such as arranging items in order or counting objects. They will present their games to classmates, explain how to play, and let others try them. The project should include colourful designs, creative questions, and clear instructions. 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 50th. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical	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 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
				Structures in Use: -The Present Progressive Tense: (I am reviewing my notes for the test now). -The Present Progressive Tense vs the Simple Present Tense: (I brush my teeth every morning, but today I am brushing them after breakfast). -Question tags for The Present Progressive Tense and the Simple Present Tense: (She is marking the tests now, isn’t she? They study in the library every day, don’t they?) -Possessive adjectives: (I always keep my diary on the table). -Word order with adverbs: (He normally brushes his teeth after breakfast). -Question: How often: (How often do you review your notes before a test?) Functions of the Grammatical Structures in Use: -Use of The Present Progressive Tense: Indicating actions happening right now or ongoing activities. -Use of Present Progressive Tense vs Present Simple Tense: Comparing actions happening right now and general truths, habits, routines. -Use of question tags for the Simple Present Tense and Progressive Tense: Confirming general truths, actions or habits and confirming ongoing action. -Use of possessive adjectives: Showing ownership in		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				relation to nouns. -Use of the word order with adverbs: Organizing adverbs correctly to modify verbs, adjectives, or other adverbs. -Use of question: How often: Asking about the frequency of an action. Target Social Language in Use: I got full marks on the English test! Do we have to discuss the answers in pairs? I need some help with vocabulary work! Target Phonological Sounds in Use: Intonation of negative statements		
9	9–13 Kasım	SCHOOL-BASED PLANNING				10 November, Atatürk Memorial Day
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	3	Theme 2: Classroom Lıfe	Sub-themes: Daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50 Target Vocabulary in Use (with revisional vocabulary): Vocabulary for daily and study routines: Nouns: A habit, a research. Verbs: To brush, to rest, to search, to focus, to review, to recycle, to repeat, to revise, to remember, to practise, to work in pairs, to work in groups, to share. Adjectives: Regular, after, before. Adverbs: Firstly, normally. Vocabulary 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 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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a game about numbers focusing on using cardinal numbers (100-500) and ordinal numbers (1-50). They will design a game, such as a board game, card game, or quiz, where players solve problems or answer questions about these numbers. They will also place questions about school routines and learning activities to be answered in an order with given numbers. They will write simple rules for their games and create challenges related to classroom life, such as arranging items in order or counting objects. They will present their games to classmates, explain how to play, and let others try them. The project should include colourful designs, creative questions, and clear instructions. The assignment will

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				activities in the classroom: Nouns: A diary, a level, a sort, learning, a method, teaching, an activity, a task, an exercise, a peer, a pair, a group. Verbs: To continue, to mark, to count, to read silently, to read aloud. Adjectives: Creative, effective. Adverbs: Easily, in turns, one after another, to each other, together. Vocabulary for cardinal numbers 100-500: From 100 to 500. Vocabulary for ordinal numbers 1-50: From 1st to 50th. *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	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 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.	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
				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 Grammatical Structures in Use: -The Present Progressive Tense: (I am reviewing my notes for the test now). -The Present Progressive Tense vs the Simple Present Tense: (I brush my teeth every morning, but today I am brushing them after breakfast). -Question tags for The Present Progressive Tense and the Simple Present Tense: (She is marking the tests now, isn't she? They study in the library every day, don't they?) -Possessive adjectives: (I always keep my diary on the table). -Word order with adverbs: (He normally brushes his teeth after breakfast). -Question: How often: (How often do you review your notes before a test?) Functions of the Grammatical Structures in Use: -Use of The Present		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Progressive Tense: Indicating actions happening right now or ongoing activities. -Use of Present Progressive Tense vs Present Simple Tense: Comparing actions happening right now and general truths, habits, routines. -Use of question tags for the Simple Present Tense and Progressive Tense: Confirming general truths, actions or habits and confirming ongoing action. -Use of possessive adjectives: Showing ownership in relation to nouns. -Use of the word order with adverbs: Organizing adverbs correctly to modify verbs, adjectives, or other adverbs. -Use of question: How often: Asking about the frequency of an action. Target Social Language in Use: I got full marks on the English test! Do we have to discuss the answers in pairs? I need some help with vocabulary work! Target Phonological Sounds in Use: Intonation of negative statements		
11	30 Kasım – 4 Aralık	3	Theme 2: Classroom Lıfe	Sub-themes: Daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50 Target Vocabulary in Use (with revisional vocabulary): Vocabulary for daily and study routines: Nouns: A habit, 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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a game about numbers focusing on using cardinal numbers (100-500) and ordinal numbers (1-50). They will design a game, such as a board game, card game, or quiz, where players solve problems or answer questions about these numbers. They will also place

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				research. Verbs: To brush, to rest, to search, to focus, to review, to recycle, to repeat, to revise, to remember, to practise, to work in pairs, to work in groups, to share. Adjectives: Regular, after, before. Adverbs: Firstly, normally. Vocabulary for learning activities in the classroom: Nouns: A diary, a level, a sort, learning, a method, teaching, an activity, a task, an exercise, a peer, a pair, a group. Verbs: To continue, to mark, to count, to read silently, to read aloud. Adjectives: Creative, effective. Adverbs: Easily, in turns, one after another, to each other, together. Vocabulary for cardinal numbers 100-500: From 100 to 500. Vocabulary for ordinal numbers 1-50: From 1st to 50th. *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	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 authentically.	questions about school routines and learning activities to be answered in an order with given numbers. They will write simple rules for their games and create challenges related to classroom life, such as arranging items in order or counting objects. They will present their games to classmates, explain how to play, and let others try them. The project should include colourful designs, creative questions, and clear instructions. 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
				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 Grammatical Structures in Use: -The Present Progressive Tense: (I am reviewing my notes for the test now). -The Present Progressive Tense vs the Simple Present Tense: (I brush my teeth every morning, but today I am brushing them after breakfast). -Question tags for The Present Progressive Tense and the Simple Present Tense: (She is marking the tests now, isn't she? They study in the library every day, don't they?) -Possessive adjectives:	**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
				(I always keep my diary on the table). -Word order with adverbs: (He normally brushes his teeth after breakfast). -Question: How often: (How often do you review your notes before a test?) Functions of the Grammatical Structures in Use: -Use of The Present Progressive Tense: Indicating actions happening right now or ongoing activities. -Use of Present Progressive Tense vs Present Simple Tense: Comparing actions happening right now and general truths, habits, routines. -Use of question tags for the Simple Present Tense and Progressive Tense: Confirming general truths, actions or habits and confirming ongoing action. -Use of possessive adjectives: Showing ownership in relation to nouns. -Use of the word order with adverbs: Organizing adverbs correctly to modify verbs, adjectives, or other adverbs. -Use of question: How often: Asking about the frequency of an action. Target Social Language in Use: I got full marks on the English test! Do we have to discuss the answers in pairs? I need some help with vocabulary work! Target Phonological Sounds in Use: Intonation of negative		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				statements		
12	7–11 Aralık	3	Theme 2: Classroom Lıfe	Sub-themes: Daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50 Target Vocabulary in Use (with revisional vocabulary): Vocabulary for daily and study routines: Nouns: A habit, a research. Verbs: To brush, to rest, to search, to focus, to review, to recycle, to repeat, to revise, to remember, to practise, to work in pairs, to work in groups, to share. Adjectives: Regular, after, before. Adverbs: Firstly, normally. Vocabulary for learning activities in the classroom: Nouns: A diary, a level, a sort, learning, a method, teaching, an activity, a task, an exercise, a peer, a pair, a group. Verbs: To continue, to mark, to count, to read silently, to read aloud. Adjectives: Creative, effective. Adverbs: Easily, in turns, one after another, to each other, together. Vocabulary for cardinal numbers 100-500: From 100 to 500. Vocabulary for ordinal numbers 1-50: From 1st to 50th. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and	**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”. **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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a game about numbers focusing on using cardinal numbers (100-500) and ordinal numbers (1-50). They will design a game, such as a board game, card game, or quiz, where players solve problems or answer questions about these numbers. They will also place questions about school routines and learning activities to be answered in an order with given numbers. They will write simple rules for their games and create challenges related to classroom life, such as arranging items in order or counting objects. They will present their games to classmates, explain how to play, and let others try them. The project should include colourful designs, creative questions, and clear instructions. 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
				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 Grammatical Structures in Use: -The Present Progressive Tense: (I am reviewing my notes for the test now). -The Present Progressive Tense vs the Simple	**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 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
				Present Tense: (I brush my teeth every morning, but today I am brushing them after breakfast). -Question tags for The Present Progressive Tense and the Simple Present Tense: (She is marking the tests now, isn't she? They study in the library every day, don't they?) -Possessive adjectives: (I always keep my diary on the table). -Word order with adverbs: (He normally brushes his teeth after breakfast). -Question: How often: (How often do you review your notes before a test?) Functions of the Grammatical Structures in Use: -Use of The Present Progressive Tense: Indicating actions happening right now or ongoing activities. -Use of Present Progressive Tense vs Present Simple Tense: Comparing actions happening right now and general truths, habits, routines. -Use of question tags for the Simple Present Tense and Progressive Tense: Confirming general truths, actions or habits and confirming ongoing action. -Use of possessive adjectives: Showing ownership in relation to nouns. -Use of the word order with adverbs: Organizing adverbs correctly to modify verbs, adjectives, or other adverbs.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of question: How often: Asking about the frequency of an action. Target Social Language in Use: I got full marks on the English test! Do we have to discuss the answers in pairs? I need some help with vocabulary work! Target Phonological Sounds in Use: Intonation of negative statements		
13	14–18 Aralık	3	Theme 3: Personal Lıfe	Sub-themes: body parts, physical appearance and clothes; personality and character Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts, physical appearance and clothes Nouns: Image, look, back, a leg, a heart, stomach, an ankle, skin, a swimsuit, tights, trainers, a necklace, a kit, a pocket, jewellery, a wallet, a bracelet, a purse, a chain, a knee. Verbs: To seem. Adjectives: Attractive, lovely, physical. Adverbs: Simply. Vocabulary for clothes Personality and character: Character, personality, sense. Verbs: to look. Adjectives: Brilliant, clever, crazy, lazy, rude, social, weak, polite, caring, patient, serious, independent, organised, lazy, helpful, focused, simple, tidy. Adverbs: Happily, sadly. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a personal profile poster to introduce themselves in a creative way. They will include a drawing or a photo of themselves and label body parts, such as arms, legs, hands, and feet. They will describe their physical appearance using adjectives like tall, short, curly, or straight and list their favourite clothes, explaining when they wear them. They will also write a few sentences about their personality and character traits, such as being friendly, shy, or energetic. They can choose to write about their best friends if they like. 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
				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 Grammatical Structures in Use: -Have/Has got: (She has got a lovely necklace. I have got a new swimsuit for the summer). -Wh questions (whose):	**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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Whose wallet is this?) -Comparative and superlative adjectives (regular and irregular): (She is taller than her sister. She is the tallest person in the room). Functions of the Grammatical Structures in Use: -Use of have/has got: Expressing possession. -Use of wh- questions (whose): Requesting information about property, belongings, or association. -Use of comparative and superlative adjectives (regular and irregular): Comparing two things or people and comparing three or more things or people. Target Social Language in Use: OK smarty pants, stop showing off! You're full of beans this morning! Don't panic, just keep your cool! Target Phonological Sounds in Use: Intonation of questions and question tags		
14	21–25 Aralık	3	Theme 3: Personal Lıfe	Sub-themes: body parts, physical appearance and clothes; personality and character Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts, physical appearance and clothes Nouns: Image, look, back, a leg, a heart, stomach, an ankle, skin, a swimsuit, tights, trainers, a necklace, a kit, a pocket, jewellery, a wallet, a bracelet, a purse, a chain, a knee. Verbs: To seem.	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a personal profile poster to introduce themselves in a creative way. They will include a drawing or a photo of themselves and label body parts, such as arms, legs, hands, and feet. They will describe their physical appearance using adjectives like tall, short, curly, or straight and list their favourite clothes, explaining when they wear them. They will also write a few sentences about their personality and character traits, such as being friendly, shy, or energetic. They can choose to write about their best friends if they

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Adjectives: Attractive, lovely, physical. Adverbs: Simply. Vocabulary for clothes Personality and character: Character, personality, sense. Verbs: to look. Adjectives: Brilliant, clever, crazy, lazy, rude, social, weak, polite, caring, patient, serious, independent, organised, lazy, helpful, focused, simple, tidy. Adverbs: Happily, sadly. *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,	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.	like. 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
				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 Grammatical Structures in Use: -Have/Has got: (She has got a lovely necklace. I have got a new swimsuit for the summer). -Wh questions (whose): (Whose wallet is this?) -Comparative and superlative adjectives (regular and irregular): (She is taller than her sister. She is the tallest person in the room). Functions of the Grammatical Structures in Use: -Use of have/has got: Expressing possession. -Use of wh- questions (whose): Requesting information about property, belongings, or association. -Use of comparative and superlative adjectives (regular and irregular): Comparing two things or people and comparing three or more things or people. Target Social Language in Use: OK smarty pants, stop showing off! You're full of beans this morning! Don't panic, just keep your cool! Target Phonological Sounds in Use: Intonation of questions		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				and question tags		
15	28 Aralık – 1 Ocak	3	Theme 3: Personal Lıfe	Sub-themes: body parts, physical appearance and clothes; personality and character Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts, physical appearance and clothes Nouns: Image, look, back, a leg, a heart, stomach, an ankle, skin, a swimsuit, tights, trainers, a necklace, a kit, a pocket, jewellery, a wallet, a bracelet, a purse, a chain, a knee. Verbs: To seem. Adjectives: Attractive, lovely, physical. Adverbs: Simply. Vocabulary for clothes Personality and character: Character, personality, sense. Verbs: to look. Adjectives: Brilliant, clever, crazy, lazy, rude, social, weak, polite, caring, patient, serious, independent, organised, lazy, helpful, focused, simple, tidy. Adverbs: Happily, sadly. *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)	**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 “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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a personal profile poster to introduce themselves in a creative way. They will include a drawing or a photo of themselves and label body parts, such as arms, legs, hands, and feet. They will describe their physical appearance using adjectives like tall, short, curly, or straight and list their favourite clothes, explaining when they wear them. They will also write a few sentences about their personality and character traits, such as being friendly, shy, or energetic. They can choose to write about their best friends if they like. 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
				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 Grammatical Structures in Use: -Have/Has got: (She has got a lovely necklace. I have got a new swimsuit for the summer). -Wh questions (whose): (Whose wallet is this?) -Comparative and superlative adjectives (regular and irregular): (She is taller than her sister. She is the tallest person in the room). Functions of the Grammatical Structures in Use: -Use of have/has got: Expressing possession. -Use of wh- questions (whose): Requesting	**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
				information about property, belongings, or association. -Use of comparative and superlative adjectives (regular and irregular): Comparing two things or people and comparing three or more things or people. Target Social Language in Use: OK smarty pants, stop showing off! You're full of beans this morning! Don't panic, just keep your cool! Target Phonological Sounds in Use: Intonation of questions and question tags		
16	4–8 Ocak	3	Theme 3: Personal Lıfe	Sub-themes: body parts, physical appearance and clothes; personality and character Target Vocabulary in Use (with revisional vocabulary): Vocabulary for body parts, physical appearance and clothes Nouns: Image, look, back, a leg, a heart, stomach, an ankle, skin, a swimsuit, tights, trainers, a necklace, a kit, a pocket, jewellery, a wallet, a bracelet, a purse, a chain, a knee. Verbs: To seem. Adjectives: Attractive, lovely, physical. Adverbs: Simply. Vocabulary for clothes Personality and character: Character, personality, sense. Verbs: to look. Adjectives: Brilliant, clever, crazy, lazy, rude, social, weak, polite, caring, patient, serious, independent, organised, lazy, helpful,	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a personal profile poster to introduce themselves in a creative way. They will include a drawing or a photo of themselves and label body parts, such as arms, legs, hands, and feet. They will describe their physical appearance using adjectives like tall, short, curly, or straight and list their favourite clothes, explaining when they wear them. They will also write a few sentences about their personality and character traits, such as being friendly, shy, or energetic. They can choose to write about their best friends if they like. 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
				focused, simple, tidy. Adverbs: Happily, sadly. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.	**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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Grammatical Structures in Use: -Have/Has got: (She has got a lovely necklace. I have got a new swimsuit for the summer). -Wh questions (whose): (Whose wallet is this?) -Comparative and superlative adjectives (regular and irregular): (She is taller than her sister. She is the tallest person in the room). Functions of the Grammatical Structures in Use: -Use of have/has got: Expressing possession. -Use of wh- questions (whose): Requesting information about property, belongings, or association. -Use of comparative and superlative adjectives (regular and irregular): Comparing two things or people and comparing three or more things or people. Target Social Language in Use: OK smarty pants, stop showing off! You're full of beans this morning! Don't panic, just keep your cool! Target Phonological Sounds in Use: Intonation of questions and question tags		
17	11–15 Ocak	3	Theme 4: Famıly Lıfe	Sub-themes: family members' jobs, working places, and job routines; different types of family homes and houses Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family members' jobs, working places, and job routines:	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a short descriptive booklet about one of their family members, focusing on their job, workplace, and daily routine. They will also include details about the type of home this family member lives in, describing its features such as the number of rooms, outdoor spaces, or special areas. To make their work

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Nouns: An author, a boss, a businessman, a cook, a dentist, a designer, a detective, a director, an employee, an employer, a soldier, an assistant, a journalist, a lawyer, a manager, a painter, a pilot, a professor, a reporter, an engineer, an officer, a restaurant, a factory, a company, construction. Verbs: To report, to employ, to earn, to farm. Vocabulary for different types of family homes and houses: Nouns: Rest (remaining part), an address, an apartment, a bin, a blanket, bookshelf, a box, a carpet, a mirror, a clock, a cooker, a curtain, a drawer, an entrance, floor, furniture, heating, a key, a light, a pillow, a refrigerator, a roof, rubbish, a shelf, a sink, a towel, a chopping board, a youth room set. Adjectives: Downstairs, upstairs, flat, strict, ambitious. Adverbs: Double. *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	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 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-	more engaging, students will draw a simple illustration of the home and explain how it supports their family member’s daily activities and routines. 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
				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 Grammatical Structures in Use: -The Present Progressive Tense for the future: (We are moving to a new apartment next week). -The Simple Present Tense for the future: (The plane to London takes off at 9:15 tomorrow morning). -Conjunctions (when, while): (The cook prepares the food when the guests arrive. I will wait for you outside while you are in the meeting). -Wh- questions (Which): (Which job does your cousin do? Which room is upstairs?)	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
				-Reflexive pronouns: (The reporter is introducing herself to the audience). Functions of the Grammatical Structures in Use: -The Present Progressive Tense for the future: Talking about planned future events or arrangements. -The Simple Present for the future: Expressing scheduled or regular events in the future. -Conjunctions (when, while): Describing actions or events that happen at the same time or one after the other. -Wh questions (Which): Asking for specific information or making distinctions. -Reflexive pronouns: Emphasizing that the subject and object of an action are the same. Target Social Language in Use: Keep that secret in the family, please! My father works all hours on his new job! Please make yourself at home! Target Phonological Sounds in Use: a, b, c, d, e, Vowels: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɑ:/, /a/, / /ɒ/); e: (/e/; /i:/, /ə/) Consonants: b: (/b/), silent /b/); c: (/si/, /k/); d: (/d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
18	18–22 Ocak	3	Theme 4: Famıly Lıfe	Sub-themes: family members' jobs, working places, and job routines;	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT:

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				different types of family homes and houses Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family members' jobs, working places, and job routines: Nouns: An author, a boss, a businessman, a cook, a dentist, a designer, a detective, a director, an employee, an employer, a soldier, an assistant, a journalist, a lawyer, a manager, a painter, a pilot, a professor, a reporter, an engineer, an officer, a restaurant, a factory, a company, construction. Verbs: To report, to employ, to earn, to farm. Vocabulary for different types of family homes and houses: Nouns: Rest (remaining part), an address, an apartment, a bin, a blanket, bookshelf, a box, a carpet, a mirror, a clock, a cooker, a curtain, a drawer, an entrance, floor, furniture, heating, a key, a light, a pillow, a refrigerator, a roof, rubbish, a shelf, a sink, a towel, a chopping board, a youth room set. Adjectives: Downstairs, upstairs, flat, strict, ambitious. Adverbs: Double. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National	**ENG.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 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".	Students will write a short descriptive booklet about one of their family members, focusing on their job, workplace, and daily routine. They will also include details about the type of home this family member lives in, describing its features such as the number of rooms, outdoor spaces, or special areas. To make their work more engaging, students will draw a simple illustration of the home and explain how it supports their family member's daily activities and routines. 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
				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 Grammatical Structures in Use: -The Present Progressive Tense for the future: (We are moving to a new apartment next week). -The Simple Present Tense for the future: (The plane to London takes off at 9:15 tomorrow morning). -Conjunctions (when, while): (The cook	**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
				prepares the food when the guests arrive. I will wait for you outside while you are in the meeting). -Wh- questions (Which): (Which job does your cousin do? Which room is upstairs?) -Reflexive pronouns: (The reporter is introducing herself to the audience). Functions of the Grammatical Structures in Use: -The Present Progressive Tense for the future: Talking about planned future events or arrangements. -The Simple Present for the future: Expressing scheduled or regular events in the future. -Conjunctions (when, while): Describing actions or events that happen at the same time or one after the other. -Wh questions (Which): Asking for specific information or making distinctions. -Reflexive pronouns: Emphasizing that the subject and object of an action are the same. Target Social Language in Use: Keep that secret in the family, please! My father works all hours on his new job! Please make yourself at home! Target Phonological Sounds in Use: a, b, c, d, e, Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /e□ /, ɑ̸:/, /a/, /□ □ /e̸ə̸/); e: (/e/; /i:/, /ə/) Consonants: b: (/b/), silent /b/); c: (/si/, /k/); d: (/d/)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	3	Theme 4: Famıly Lıfe	Sub-themes: family members' jobs, working places, and job routines; different types of family homes and houses Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family members' jobs, working places, and job routines: Nouns: An author, a boss, a businessman, a cook, a dentist, a designer, a detective, a director, an employee, an employer, a soldier, an assistant, a journalist, a lawyer, a manager, a painter, a pilot, a professor, a reporter, an engineer, an officer, a restaurant, a factory, a company, construction. Verbs: To report, to employ, to earn, to farm. Vocabulary for different types of family homes and houses: Nouns: Rest (remaining part), an address, an apartment, a bin, a blanket, bookshelf, a box, a carpet, a mirror, a clock, a cooker, a curtain, a drawer, an entrance, floor, furniture, heating, a key, a light, a pillow, a refrigerator, a roof, rubbish, a shelf, a sink, a towel, a chopping board, a youth room set. Adjectives: Downstairs, upstairs, flat, strict, ambitious.	**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".	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a short descriptive booklet about one of their family members, focusing on their job, workplace, and daily routine. They will also include details about the type of home this family member lives in, describing its features such as the number of rooms, outdoor spaces, or special areas. To make their work more engaging, students will draw a simple illustration of the home and explain how it supports their family member's daily activities and routines. 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
				Adverbs: Double. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical	**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
				Structures in Use: -The Present Progressive Tense for the future: (We are moving to a new apartment next week). -The Simple Present Tense for the future: (The plane to London takes off at 9:15 tomorrow morning). -Conjunctions (when, while): (The cook prepares the food when the guests arrive. I will wait for you outside while you are in the meeting). -Wh- questions (Which): (Which job does your cousin do? Which room is upstairs?) -Reflexive pronouns: (The reporter is introducing herself to the audience). Functions of the Grammatical Structures in Use: -The Present Progressive Tense for the future: Talking about planned future events or arrangements. -The Simple Present for the future: Expressing scheduled or regular events in the future. -Conjunctions (when, while): Describing actions or events that happen at the same time or one after the other. -Wh questions (Which): Asking for specific information or making distinctions. -Reflexive pronouns: Emphasizing that the subject and object of an action are the same. Target Social Language in Use: Keep that secret in the family, please! My father works all		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				hours on his new job! Please make yourself at home! Target Phonological Sounds in Use: a, b, c, d, e, Vowels: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɑ:/, /a/, / /ɐə/); e: (/e/; /i:/, /ə/) Consonants: b: (/b/), silent /b/); c: (/si/, /k/); d: (/d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
20	15–19 Şubat	3	Theme 4: Famıly Lıfe	Sub-Themes: Family members' routines; family members' hobbies and activities Target Vocabulary in Use: Vocabulary for Family members' Routines: Nouns: A couple, a role, a task, focus, resting, tidying, pet care, organisation. Verbs: To brush, to take care (of), to organise. Adjectives: Everyday, specific. Pronouns: Hers, his, mine (belongs to me), yours. Vocabulary for family members' hobbies and activities: Nouns: A board game, a beach, a barbecue, a bicycle, a camera, a festival, a guitar, a hobby, a holiday, a member, a museum, a photograph, a photo, a tent, a party, a computer game, a forest, a scooter, a piano, cooking, camping, cycling, dancing, fishing, playing golf, swimming, playing football. Verbs: To have a picnic, to relax, to join, Adjectives: Active, usual. Target Grammatical	**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".	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will conduct a questionnaire on the daily routines, free-time activities, and hobbies of their family members through interviews and present the written results with digital resources and/or realia by acting out some of the routines, free-time activities, and hobbies reported in the questionnaire. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Structures in Use: -Present Progressive Tense: (She is brushing her teeth.) -Present Progressive Tense vs Present Simple Tense: (We are camping in the forest this weekend, but we normally stay at home during holidays.) -Question tags for the Present Progressive Tense: (She is brushing her teeth, isn't she?) Functions of the Target Grammatical Structures in use: -Use of the Present Progressive Tense: Expressing actions or events that are happening at the moment of speaking, temporary actions, or planned future actions. -Use of the Present Progressive Tense vs Present Simple Tense: Contrasting ongoing or temporary actions (Present Progressive) with habitual actions, general truths, or permanent states (Present Simple). -Use of question tags for Present Progressive Tense: Confirming or checking ongoing actions that match the tense, tone, or polarity of the statement. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National	**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
				Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: We always get on well as a family! Can you lend your father a hand washing the car? Let's tidy up the house together. Target Phonological Sounds in Use: a, b, c, d, e Vowels: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /a:/, /a/, /		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				/e/); e: (/e/; /i:/, /ə/) Consonants: b: (/b/), silent /b/); c: (/si/, /k/); d: (/d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme)		
21	22–26 Şubat	3	Theme 5: Lıfe In The Neıghbourhood And Cıty	Sub-themes: festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city Target Vocabulary in Use (with revisional vocabulary): Vocabulary for festivals and events in the neighbourhood and city: Nouns: A festival, an audience, a musician, a platform, a wedding, jazz, pop, rock, rap. Verbs: To celebrate, to perform, to raise (money), to organise, to practice, to ride, to skate. Adjectives: Pleased, social, tired, creative, local. Adverbs: Any, better, best. Vocabulary for transportation in the neighbourhood and city: Nouns: Means of transport, parking, driving, a sign, a direction, a vehicle, a railway, a link, a tube, underground (official name of tube in Britain) (subway-AmE.), a drive, a ride, a van, a ship, a lorry (truck-AmE.), a motorcycle, a wheel, gas, petrol, an overpass, an underpass, tram (trolley-AmE.). Verbs: To catch, to cross, to ride, to link, to count someone in, to hang on,	**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 poster or a short presentation about a festival or event in their neighbourhood or city and explain how people can travel to this event using different transportation options. Students will include details about the festival or event, such as its name, type (sports, music, arts), time, and location. They will describe at least two transportation methods available, explaining which one is better for the event and why. Students will also add pictures or drawings to make their work visually appealing and informative. 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 rush. Adjectives: Pleased, crowded, social, tired, creative, local. Phrases: Public transport. Adverbs: Along, straight, past, slowly. Target Grammatical Structures in Use: -The Simple Past Tense (was-were): (The train was late yesterday because of the rain. The guests were pleased with the meals). -Wh- questions (why, when): (What did they celebrate last night? When did the lorry cross the overpass?) -Gerunds and infinitives: (I enjoy listening to rock music at festivals. We planned to raise money for the jazz performers). -Question tags for the Simple Past Tense (to be): (The festival was amazing, wasn't it? There weren't many people at the wedding, were there?) -Prepositions (prepositions of place: at, in, on, in front of, under, behind, among, beside, near, next to, between, across, into, through, onto, out of. Prepositions of time: on, in, for, at; Prepositions of phrases: on foot, by car): (The truck stopped near the railway crossing. The audience sat on the grass during the concert. The jazz concert started at 7 p.m. last night. He travelled to the city park by car with his family. She walked across the road to catch the bAmE.).	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
				*National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Functions of the Grammatical Structures		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in Use: -Use of the Simple Past Tense (was-were): Describing past events, states, or conditions. -Use of Wh questions (why, when): Asking for reasons or time-related information about events, actions, or situations. -Use of Gerunds and infinitives: Talking about likes, dislikes, plans, and actions. -Use of Question tags for past tense (to be): Confirming or seeking agreement about past events or states. -Use of Prepositions (prepositions of place: at, in, on, in front of, under, behind, among, beside, near, next to, between, across, into, through, onto, out of and prepositions of time: on, in, for, at; prepositions of phrases: on foot, by car): Describing the location and time of objects, people, or events. Target Social Language in Use: The music festival is the talk of the town! We were stuck in a traffic jam on the way to the concert! Can I get a lift to the station? Target Phonological Sounds in Use: Vowel: i: (/aı/, /ı/, /i:/) Consonants: f: (/f/); g: (/g/, /d /)h: (/h/); j: (/d e /d /)k: (/k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
22	1–5 Mart	3	Theme 5: Lıfe In The	Sub-themes: festivals	**ENG.6.5.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
			Neıghbourhood And Cıty	and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city Target Vocabulary in Use (with revisional vocabulary): Vocabulary for festivals and events in the neighbourhood and city: Nouns: A festival, an audience, a musician, a platform, a wedding, jazz, pop, rock, rap. Verbs: To celebrate, to perform, to raise (money), to organise, to practice, to ride, to skate. Adjectives: Pleased, social, tired, creative, local. Adverbs: Any, better, best. Vocabulary for transportation in the neighbourhood and city: Nouns: Means of transport, parking, driving, a sign, a direction, a vehicle, a railway, a link, a tube, underground (official name of tube in Britain) (subway-AmE.), a drive, a ride, a van, a ship, a lorry (truck-AmE.), a motorcycle, a wheel, gas, petrol, an overpass, an underpass, tram (trolley-AmE.). Verbs: To catch, to cross, to ride, to link, to count someone in, to hang on, to rush. Adjectives: Pleased, crowded, social, tired, creative, local. Phrases: Public transport. Adverbs: Along, straight, past, slowly. Target Grammatical Structures in Use: -The Simple Past Tense	"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 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.	THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a poster or a short presentation about a festival or event in their neighbourhood or city and explain how people can travel to this event using different transportation options. Students will include details about the festival or event, such as its name, type (sports, music, arts), time, and location. They will describe at least two transportation methods available, explaining which one is better for the event and why. Students will also add pictures or drawings to make their work visually appealing and informative. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				(was-were): (The train was late yesterday because of the rain. The guests were pleased with the meals). -Wh- questions (why, when): (What did they celebrate last night? When did the lorry cross the overpass?) -Gerunds and infinitives: (I enjoy listening to rock music at festivals. We planned to raise money for the jazz performers). -Question tags for the Simple Past Tense (to be): (The festival was amazing, wasn't it? There weren't many people at the wedding, were there?) -Prepositions (prepositions of place: at, in, on, in front of, under, behind, among, beside, near, next to, between, across, into, through, onto, out of. Prepositions of time: on, in, for, at; Prepositions of phrases: on foot, by car): (The truck stopped near the railway crossing. The audience sat on the grass during the concert. The jazz concert started at 7 p.m. last night. He travelled to the city park by car with his family. She walked across the road to catch the bAmE.). *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National	**ENG.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
				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. Functions of the Grammatical Structures in Use: -Use of the Simple Past Tense (was-were): Describing past events, states, or conditions. -Use of Wh questions (why, when): Asking for reasons or time-related information about events, actions, or situations. -Use of		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Gerunds and infinitives: Talking about likes, dislikes, plans, and actions. -Use of Question tags for past tense (to be): Confirming or seeking agreement about past events or states. -Use of Prepositions (prepositions of place: at, in, on, in front of, under, behind, among, beside, near, next to, between, across, into, through, onto, out of and prepositions of time: on, in, for, at; prepositions of phrases: on foot, by car): Describing the location and time of objects, people, or events. Target Social Language in Use: The music festival is the talk of the town! We were stuck in a traffic jam on the way to the concert! Can I get a lift to the station? Target Phonological Sounds in Use: Vowel: i: (/aɪ/, /ɪ/, /i:/) Consonants: f: (/f/); g: (/g/, /d /)h: (/h/); j: (/d e /d /)k: (/k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	3	Theme 5: Lıfe In The Neıghbourhood And Cıty	Sub-themes: festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city Target Vocabulary in Use (with revisional vocabulary):	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a poster or a short presentation about a festival or event in their neighbourhood or city and explain how people can travel to this event using different transportation options. Students will include details about the festival or event, such as its

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for festivals and events in the neighbourhood and city: Nouns: A festival, an audience, a musician, a platform, a wedding, jazz, pop, rock, rap. Verbs: To celebrate, to perform, to raise (money), to organise, to practice, to ride, to skate. Adjectives: Pleased, social, tired, creative, local. Adverbs: Any, better, best. Vocabulary for transportation in the neighbourhood and city: Nouns: Means of transport, parking, driving, a sign, a direction, a vehicle, a railway, a link, a tube, underground (official name of tube in Britain) (subway-AmE.), a drive, a ride, a van, a ship, a lorry (truck-AmE.), a motorcycle, a wheel, gas, petrol, an overpass, an underpass, tram (trolley-AmE.). Verbs: To catch, to cross, to ride, to link, to count someone in, to hang on, to rush. Adjectives: Pleased, crowded, social, tired, creative, local. Phrases: Public transport. Adverbs: Along, straight, past, slowly. Target Grammatical Structures in Use: -The Simple Past Tense (was-were): (The train was late yesterday because of the rain. The guests were pleased with the meals). -Wh- questions (why, when): (What did they celebrate last night? When did the lorry cross	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 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;	name, type (sports, music, arts), time, and location. They will describe at least two transportation methods available, explaining which one is better for the event and why. Students will also add pictures or drawings to make their work visually appealing and informative. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 12 March, The Adoption of the Turkish National Anthem and Commemoration Day of Mehmet Akif Ersoy 18 March, Çanakkale Victory and Martyrs' Day 16-22 March, Turkic World and Communities Week

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				the overpass?) -Gerunds and infinitives: (I enjoy listening to rock music at festivals. We planned to raise money for the jazz performers). -Question tags for the Simple Past Tense (to be): (The festival was amazing, wasn't it? There weren't many people at the wedding, were there?) -Prepositions (prepositions of place: at, in, on, in front of, under, behind, among, beside, near, next to, between, across, into, through, onto, out of. Prepositions of time: on, in, for, at; Prepositions of phrases: on foot, by car): (The truck stopped near the railway crossing. The audience sat on the grass during the concert. The jazz concert started at 7 p.m. last night. He travelled to the city park by car with his family. She walked across the road to catch the bAmE.). *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	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.	

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				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. Functions of the Grammatical Structures in Use: -Use of the Simple Past Tense (was-were): Describing past events, states, or conditions. -Use of Wh questions (why, when): Asking for reasons or time-related information about events, actions, or situations. -Use of Gerunds and infinitives: Talking about likes, dislikes, plans, and actions. -Use of Question tags for past tense (to be): Confirming or seeking agreement about past events or states.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Prepositions (prepositions of place: at, in, on, in front of, under, behind, among, beside, near, next to, between, across, into, through, onto, out of and prepositions of time: on, in, for, at; prepositions of phrases: on foot, by car): Describing the location and time of objects, people, or events. Target Social Language in Use: The music festival is the talk of the town! We were stuck in a traffic jam on the way to the concert! Can I get a lift to the station? Target Phonological Sounds in Use: Vowel: i: (/aɪ/, /ɪ/, /i:/) Consonants: f: (/f/); g: (/g/, /d /)h: (/h/); j: (/d e /d /)k: (/k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
24	22–26 Mart	3	Theme 5: Lıfe In The Neıghbourhood And Cıty	Sub-themes: festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city Target Vocabulary in Use (with revisional vocabulary): Vocabulary for festivals and events in the neighbourhood and city: Nouns: A festival, an audience, a musician, a platform, a wedding, jazz, pop, rock, rap. Verbs: To celebrate, to perform, to raise (money), to organise, to practice, to ride, to skate.	**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”.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a poster or a short presentation about a festival or event in their neighbourhood or city and explain how people can travel to this event using different transportation options. Students will include details about the festival or event, such as its name, type (sports, music, arts), time, and location. They will describe at least two transportation methods available, explaining which one is better for the event and why. Students will also add pictures or drawings to make their work visually appealing and informative. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Adjectives: Pleased, social, tired, creative, local. Adverbs: Any, better, best. Vocabulary for transportation in the neighbourhood and city: Nouns: Means of transport, parking, driving, a sign, a direction, a vehicle, a railway, a link, a tube, underground (official name of tube in Britain) (subway-AmE.), a drive, a ride, a van, a ship, a lorry (truck-AmE.), a motorcycle, a wheel, gas, petrol, an overpass, an underpass, tram (trolley-AmE.). Verbs: To catch, to cross, to ride, to link, to count someone in, to hang on, to rush. Adjectives: Pleased, crowded, social, tired, creative, local. Phrases: Public transport. Adverbs: Along, straight, past, slowly. Target Grammatical Structures in Use: -The Simple Past Tense (was-were): (The train was late yesterday because of the rain. The guests were pleased with the meals). -Wh- questions (why, when): (What did they celebrate last night? When did the lorry cross the overpass?) -Gerunds and infinitives: (I enjoy listening to rock music at festivals. We planned to raise money for the jazz performers). -Question tags for the Simple Past Tense (to be): (The festival was amazing, wasn't it?	**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 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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				There weren't many people at the wedding, were there?) -Prepositions (prepositions of place: at, in, on, in front of, under, behind, among, beside, near, next to, between, across, into, through, onto, out of. Prepositions of time: on, in, for, at; Prepositions of phrases: on foot, by car): (The truck stopped near the railway crossing. The audience sat on the grass during the concert. The jazz concert started at 7 p.m. last night. He travelled to the city park by car with his family. She walked across the road to catch the bAmE.). *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	**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
				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. Functions of the Grammatical Structures in Use: -Use of the Simple Past Tense (was-were): Describing past events, states, or conditions. -Use of Wh questions (why, when): Asking for reasons or time-related information about events, actions, or situations. -Use of Gerunds and infinitives: Talking about likes, dislikes, plans, and actions. -Use of Question tags for past tense (to be): Confirming or seeking agreement about past events or states. -Use of Prepositions (prepositions of place: at, in, on, in front of, under, behind, among, beside, near, next to, between, across, into, through, onto, out of and prepositions of time: on, in, for, at; prepositions of phrases: on foot, by car):		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Describing the location and time of objects, people, or events. Target Social Language in Use: The music festival is the talk of the town! We were stuck in a traffic jam on the way to the concert! Can I get a lift to the station? Target Phonological Sounds in Use: Vowel: i: (/aɪ/, /ɪ/, /i:/) Consonants: f: (/f/); g: (/g/, /dʒ/)h: (/h/); j: (/dʒ eɪ /dʑ/)k: (/k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
25	29 Mart – 2 Nisan	3	Theme 6: Lıfe In The World And Culture	Sub-themes: Countries, nationalities, and languages in the world; food types and events from different parts of the world Target Vocabulary in Use (with revisional vocabulary): Vocabulary for countries, nationalities and languages in the world: Nouns: A country, a nation, a capital, a flag, a government, a tradition, a heritage. Countries: Türkiye, England, Germany, Austria, Greece, Turkish Republic of Northern Cyprus, Poland, Denmark, Belgium, the Netherlands, Sweden, India, Spain, Italy. Nationalities/ Languages: Turkish/ Turkish, English/English, German/German, Austrian/German, Greek/ Greek, Turkish Cypriot/ Turkish, Polish/Polish, Danish/Danish, Belgian/	**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. **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.R3** Students can make meaning of / derive meaning from 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” by reading it carefully. **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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a creative poster about a country of their choice. The poster will show the country’s name, the nationality of its people, and the language they speak. It will also include a description of a traditional food from the country, detailing its ingredients and cultural importance. Additionally, students will provide information about a cultural event or festival where the food is served, describing the traditions and activities related to it. The poster should be visually appealing with drawings, images, and descriptive text to focus on the unique aspects of the country. 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
				Dutch-French-German, Dutch/Dutch, Swedish/Swedish, Spanish/Spanish, French/French, Italian/ Italian, Indian/Hindu-English. Adjectives: National, official, foreign, historic, traditional, worth. Vocabulary for food types and events from different parts of the world: Nouns: Experience, a cuisine, an ingredient, an appetiser, a main course, a dessert, dumplings, a dish, a competition. Verbs: To experience, to dry, to heat. Adjectives: Sour, bitter, incredible, gorgeous, crunchy, high-quality, homemade, spicy, crispy, flavourful. Adverbs: Everywhere, somewhere, anywhere, nowhere. Phrases: Enjoy your meal!, street food, food stalls, pop-up markets. *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	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. **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. **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.	

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 Grammatical Structures in Use: -The Simple Past Tense: (We enjoyed the delicious cuisine at the street food festival). -Question tags for The Simple Past Tense (regular verbs): (They visited the capital of Greece, didn't they?) Functions of the Target Grammatical Structures in Use: -Use of The Simple Past Tense: Expressing actions, events, or situations that started and finished at a specific time in the past. -Use of question tags for The Simple Past Tense (regular verbs): Confirming information or asking for agreement about past		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				actions. Target Social Language in Use: I had culture shock when we moved to Spain! We both love football so we speak the same language! The Topkapı Palace is world famous! Target Phonological Sounds in Use: l, m, n, (ng), o, p Vowel: o: (/əʊ /, /ɒ /, /ɜ: /) Consonants: l: (/ l/ /l/); m: (/ m/,/m/); n: (/ n/, /n/); p: (pi /p/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
26	5–9 Nisan	3	Theme 6: Lıfe In The World And Culture	Sub-themes: Countries, nationalities, and languages in the world; food types and events from different parts of the world Target Vocabulary in Use (with revisional vocabulary): Vocabulary for countries, nationalities and languages in the world: Nouns: A country, a nation, a capital, a flag, a government, a tradition, a heritage. Countries: Türkiye, England, Germany, Austria, Greece, Turkish Republic of Northern Cyprus, Poland, Denmark, Belgium, the Netherlands, Sweden, India, Spain, Italy. Nationalities/ Languages: Turkish/ Turkish, English/English, German/German, Austrian/German, Greek/ Greek, Turkish Cypriot/ Turkish, Polish/Polish, Danish/Danish, Belgian/ Dutch-French-German,	**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. **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.R3** Students can make meaning of / derive meaning from 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” by reading it carefully. **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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a creative poster about a country of their choice. The poster will show the country’s name, the nationality of its people, and the language they speak. It will also include a description of a traditional food from the country, detailing its ingredients and cultural importance. Additionally, students will provide information about a cultural event or festival where the food is served, describing the traditions and activities related to it. The poster should be visually appealing with drawings, images, and descriptive text to focus on the unique aspects of the country. 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
				Dutch/Dutch, Swedish/Swedish, Spanish/Spanish, French/French, Italian/ Italian, Indian/Hindu-English. Adjectives: National, official, foreign, historic, traditional, worth. Vocabulary for food types and events from different parts of the world: Nouns: Experience, a cuisine, an ingredient, an appetiser, a main course, a dessert, dumplings, a dish, a competition. Verbs: To experience, to dry, to heat. Adjectives: Sour, bitter, incredible, gorgeous, crunchy, high-quality, homemade, spicy, crispy, flavourful. Adverbs: Everywhere, somewhere, anywhere, nowhere. Phrases: Enjoy your meal!, street food, food stalls, pop-up markets. *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	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. **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. **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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Past Tense: (We enjoyed the delicious cuisine at the street food festival). -Question tags for The Simple Past Tense (regular verbs): (They visited the capital of Greece, didn't they?) Functions of the Target Grammatical Structures in Use: -Use of The Simple Past Tense: Expressing actions, events, or situations that started and finished at a specific time in the past. -Use of question tags for The Simple Past Tense (regular verbs): Confirming information or asking for agreement about past actions.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Social Language in Use: I had culture shock when we moved to Spain! We both love football so we speak the same language! The Topkapı Palace is world famous! Target Phonological Sounds in Use: l, m, n, (ng), o, p Vowel: o: (/əʊ /, /ɒ /, /ɔː /) Consonants: l: (/l/ /l/); m: (/m/,/m/); n: (/n/, /n/); p: (pi /p/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
27	12–16 Nisan	SCHOOL-BASED PLANNING				
28	19–23 Nisan	3	Theme 6: Lıfe In The World And Culture	Sub-themes: Countries, nationalities, and languages in the world; food types and events from different parts of the world Target Vocabulary in Use (with revisional vocabulary): Vocabulary for countries, nationalities and languages in the world: Nouns: A country, a nation, a capital, a flag, a government, a tradition, a heritage. Countries: Türkiye, England, Germany, Austria, Greece, Turkish Republic of Northern Cyprus, Poland, Denmark, Belgium, the Netherlands, Sweden, India, Spain, Italy. Nationalities/ Languages: Turkish/ Turkish, English/English, German/German, Austrian/German, Greek/	**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. **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.R3** Students can make meaning of / derive meaning from 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” by reading it carefully. **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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a creative poster about a country of their choice. The poster will show the country’s name, the nationality of its people, and the language they speak. It will also include a description of a traditional food from the country, detailing its ingredients and cultural importance. Additionally, students will provide information about a cultural event or festival where the food is served, describing the traditions and activities related to it. The poster should be visually appealing with drawings, images, and descriptive text to focus on the unique aspects of the country. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 23 April, National Sovereignty and Children's Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Greek, Turkish Cypriot/ Turkish, Polish/Polish, Danish/Danish, Belgian/ Dutch-French-German, Dutch/Dutch, Swedish/Swedish, Spanish/Spanish, French/French, Italian/ Italian, Indian/Hindu-English. Adjectives: National, official, foreign, historic, traditional, worth. Vocabulary for food types and events from different parts of the world: Nouns: Experience, a cuisine, an ingredient, an appetiser, a main course, a dessert, dumplings, a dish, a competition. Verbs: To experience, to dry, to heat. Adjectives: Sour, bitter, incredible, gorgeous, crunchy, high-quality, homemade, spicy, crispy, flavourful. Adverbs: Everywhere, somewhere, anywhere, nowhere. Phrases: Enjoy your meal!, street food, food stalls, pop-up markets. *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	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. **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. **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.	

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 Grammatical Structures in Use: -The Simple Past Tense: (We enjoyed the delicious cuisine at the street food festival). -Question tags for The Simple Past Tense (regular verbs): (They visited the capital of Greece, didn't they?) Functions of the Target Grammatical Structures in Use: -Use of The Simple Past Tense: Expressing actions, events, or situations that started and finished at a specific time in the past. -Use of question tags for The Simple Past Tense (regular verbs):		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Confirming information or asking for agreement about past actions. Target Social Language in Use: I had culture shock when we moved to Spain! We both love football so we speak the same language! The Topkapı Palace is world famous! Target Phonological Sounds in Use: l, m, n, (ng), o, p Vowel: o: (/əʊ /, /ɒ /, /ɔː /) Consonants: l: (/l/ /l/); m: (/m/,/m/); n: (/n/, /n/); p: (pi /p/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
29	26–30 Nisan	3	Theme 7: Lıfe In Nature	Sub-themes: activities in nature; environmental problems in the world and solutions Target Vocabulary in Use (with revisional vocabulary): Vocabulary for activities in nature: An adventure, sailing, snowboarding, hiking, rafting, climbing. Verbs: To camp, to cycle, to fish, to plant, to run, to sail, to ski, to ride, to pick. Adverbs: High. Vocabulary for environmental problems in the world and solutions: A danger, an effect, energy, heat, pollution, rubbish, smoke, rubbish. Verb: To destroy, to increase, to prevent, to protect, to realize, to recycle, to reduce, to remove, to replace, to save, to solve. Adjective: Plastic,	**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.V1** Students can select and use the target vocabulary of the current content about “life in nature and global	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a short report about an environmental problem in the world or in their neighbourhood. First, they will search for environmental problems and choose one of them. Then, they will write sentences suggesting possible solutions to this problem. The paragraphs may include quotes. Finally, they will read the reports in the classroom loudly. They should focus on the pronunciation and intonation, too. The paragraphs may be displayed on an online noticeboard. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 29 April, Kût'ül Amâre Victory 1 May, Labour Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				reusable. Preposition: Against. Adverbs: Little, less, least, mostly. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole	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.W1** Students can get ready for the writing-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.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”. **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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				English Language Curriculum. Target Grammatical Structures in Use: -The Simple Past Tense: (People mostly ignored the importance of recycling). -Question tags for The Simple Past Tense (irregular verbs): (Energy consumption became less sustainable over the years, didn’t it?) -Must and have to for obligation: (We must reduce plastic waste to protect marine life). Functions of the Grammatical Structures in Use: -Use of The Simple Past Tense: Expressing actions, events, or situations that started and finished at a specific time in the past. -Use of Question tags for The Simple Past Tense (irregular verbs): Confirming information or asking for agreement about past actions. -Use of “must and have to” for obligation: Expressing strong obligation or necessity, often related to rules, responsibilities, or urgent actions. Target Social Language in Use: I’m going to go hiking, nature’s calling! My dad has green fingers, his garden looks amazing! She’s wild about protecting nature! Target Phonological Sounds in Use: q, r, s, t, u u: (/ju /, / /, /ju /) Consonants: q: (/kju /); r: (/ (ØrE.), /r/ (AmE.));		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				s: (/s/, /ˈ s/, ʦ/); t: (/ tiˈ /, ʧ/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
30	3–7 Mayıs	3	Theme 7: Lıfe In Nature	Sub-themes: activities in nature; environmental problems in the world and solutions Target Vocabulary in Use (with revisional vocabulary): Vocabulary for activities in nature: An adventure, sailing, snowboarding, hiking, rafting, climbing. Verbs: To camp, to cycle, to fish, to plant, to run, to sail, to ski, to ride, to pick. Adverbs: High. Vocabulary for environmental problems in the world and solutions: A danger, an effect, energy, heat, pollution, rubbish, smoke, rubbish. Verb: To destroy, to increase, to prevent, to protect, to realize, to recycle, to reduce, to remove, to replace, to save, to solve. Adjective: Plastic, reusable. Preposition: Against. Adverbs: Little, less, least, mostly. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”,	**ENG.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.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.W1** Students can get ready for the writing-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.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”. **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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a short report about an environmental problem in the world or in their neighbourhood. First, they will search for environmental problems and choose one of them. Then, they will write sentences suggesting possible solutions to this problem. The paragraphs may include quotes. Finally, they will read the reports in the classroom loudly. They should focus on the pronunciation and intonation, too. The paragraphs may be displayed on an online noticeboard. 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
				"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 Grammatical Structures in Use: -The Simple Past Tense: (People mostly ignored the importance of recycling). -Question tags for The Simple Past Tense (irregular verbs): (Energy consumption became less sustainable over the years, didn't it?) -Must and have to for obligation: (We must reduce plastic waste to protect marine life).	**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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Functions of the Grammatical Structures in Use: -Use of The Simple Past Tense: Expressing actions, events, or situations that started and finished at a specific time in the past. -Use of Question tags for The Simple Past Tense (irregular verbs): Confirming information or asking for agreement about past actions. -Use of “must and have to” for obligation: Expressing strong obligation or necessity, often related to rules, responsibilities, or urgent actions. Target Social Language in Use: I’m going to go hiking, nature’s calling! My dad has green fingers, his garden looks amazing! She’s wild about protecting nature! Target Phonological Sounds in Use: q, r, s, t, u u: (/ju /, / /, j u /) Consonants: q: (/kju /); r: (/ (BrE.), /r/ (AmE.)); s: (/s/, / s/, /); t: (/ti /, /) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
31	10–14 Mayıs	3	Theme 7: Lıfe In Nature	Sub-themes: activities in nature; environmental problems in the world and solutions Target Vocabulary in Use (with revisional vocabulary): Vocabulary for activities in nature: An adventure, sailing, snowboarding,	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a short report about an environmental problem in the world or in their neighbourhood. First, they will search for environmental problems and choose one of them. Then, they will write sentences suggesting possible solutions to this

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				hiking, rafting, climbing. Verbs: To camp, to cycle, to fish, to plant, to run, to sail, to ski, to ride, to pick. Adverbs: High. Vocabulary for environmental problems in the world and solutions: A danger, an effect, energy, heat, pollution, rubbish, smoke, rubbish. Verb: To destroy, to increase, to prevent, to protect, to realize, to recycle, to reduce, to remove, to replace, to save, to solve. Adjective: Plastic, reusable. Preposition: Against. Adverbs: Little, less, least, mostly. *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	**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.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.W1** Students can get ready for the writing-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.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”. **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;	problem. The paragraphs may include quotes. Finally, they will read the reports in the classroom loudly. They should focus on the pronunciation and intonation, too. The paragraphs may be displayed on an online noticeboard. 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
				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 Grammatical Structures in Use: -The Simple Past Tense: (People mostly ignored the importance of recycling). -Question tags for The Simple Past Tense (irregular verbs): (Energy consumption became less sustainable over the years, didn't it?) -Must and have to for obligation: (We must reduce plastic waste to protect marine life). Functions of the Grammatical Structures in Use: -Use of The Simple Past Tense: Expressing actions, events, or situations that started and finished at a specific time in the past. -Use of Question tags for The Simple Past Tense (irregular verbs): Confirming information or asking for agreement about past actions. -Use of "must and have to" for obligation:	environmental problems in the world and solutions" 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
				Expressing strong obligation or necessity, often related to rules, responsibilities, or urgent actions. Target Social Language in Use: I'm going to go hiking, nature's calling! My dad has green fingers, his garden looks amazing! She's wild about protecting nature! Target Phonological Sounds in Use: q, r, s, t, u u: (/ju /, / /, /ju /) Consonants: q: (/kju /); r: (/ (BrE.), /r/ (AmE.)); s: (/s/, / s/, /z/); t: (/ti /, /t/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
32	17–21 Mayıs	3	Theme 7: Lıfe In Nature	Sub-themes: activities in nature; environmental problems in the world and solutions Target Vocabulary in Use (with revisional vocabulary): Vocabulary for activities in nature: An adventure, sailing, snowboarding, hiking, rafting, climbing. Verbs: To camp, to cycle, to fish, to plant, to run, to sail, to ski, to ride, to pick. Adverbs: High. Vocabulary for environmental problems in the world and solutions: A danger, an effect, energy, heat, pollution, rubbish, smoke, rubbish. Verb: To destroy, to increase, to prevent, to protect, to realize, to recycle, to reduce, to remove, to replace,	**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	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a short report about an environmental problem in the world or in their neighbourhood. First, they will search for environmental problems and choose one of them. Then, they will write sentences suggesting possible solutions to this problem. The paragraphs may include quotes. Finally, they will read the reports in the classroom loudly. They should focus on the pronunciation and intonation, too. The paragraphs may be displayed on an online noticeboard. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 19 May, The Commemoration of Atatürk, Youth and Sports Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				to save, to solve. Adjective: Plastic, reusable. Preposition: Against. Adverbs: Little, less, least, mostly. *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	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.W1** Students can get ready for the writing-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.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”. **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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Past Tense: (People mostly ignored the importance of recycling). -Question tags for The Simple Past Tense (irregular verbs): (Energy consumption became less sustainable over the years, didn’t it?) -Must and have to for obligation: (We must reduce plastic waste to protect marine life). Functions of the Grammatical Structures in Use: -Use of The Simple Past Tense: Expressing actions, events, or situations that started and finished at a specific time in the past. -Use of Question tags for The Simple Past Tense (irregular verbs): Confirming information or asking for agreement about past actions. -Use of “must and have to” for obligation: Expressing strong obligation or necessity, often related to rules, responsibilities, or urgent actions. Target Social Language in Use: I’m going to go hiking, nature’s calling! My dad has green fingers, his garden looks amazing! She’s wild about protecting nature! Target Phonological Sounds in Use: q, r, s, t, u u: (/ju /, / /, ju /)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Consonants: q: (/kju /); r: (/ (BrE.), /r/ (AmE.)); s: (/s/, / s/, /); t: (/ ti /, /) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
33	24–28 Mayıs	3	Theme 8: Lıfe In The Unıverse And Future	LIFE IN THE UNIVERSE & FUTURE Sub-themes: planets and the Earth as a planet; life on Earth in the future Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets and the Earth as a planet: Nouns: Moon, Sun, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, atmosphere, nature, light, land, orbit. Vocabulary for extreme weather conditions: Nouns: A storm, a thunder, a lightning, a flood, a draught, a storm, a tornado, a thunderstorm, a blizzard, a hurricane. Adjectives: Close, bright, far, large, freezing, stormy. Phrases: Extreme weather conditions. Adverbs: Extremely. Vocabulary for life on Earth in the future: Nouns: An experience, an expert, a factory, a goal, knowledge, peace, population, a possibility, a purpose, a source, technology, development, distance. Verb: To exist, to expect, to hope, to invent, to predict, to suppose, to run out, to compose of. Adjective: Alive, flying,	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a comic strip about the universe and imagine how life on Earth might change. First, they will learn about the planets in our solar system and what makes Earth unique. Then they will create a fun and creative comic strip with 6-8 panels showing their ideas about future life on Earth or other planets. In their comic strip, they can include new technologies, futuristic transportation, cool inventions, and how people interact with nature. They should use drawings, captions, and dialogue to tell the story. They can use Web 2.0 tools. 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
				following, visible. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical	**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
				Structures in Use: -Be going to Future Tense: (Scientists are going to build new space stations to study planets outside our solar system). -The Simple Future Tense (prediction): (I think new planets will have conditions suitable for life). -Question tags for future tenses: (The Earth will become warmer if we don’t act quickly, won’t it?) Functions of the Grammatical Structures in Use: -Use of “Be Going to Future” Tense: Expressing future plans, intentions, or something that is likely to happen based on present evidence. -Use of the Simple Future Tense (prediction): Expressing predictions about what might happen in the future. -Question tags for future tenses: Confirming information or asking for agreement in a sentence about the future. Target Social Language in Use: Is there a bright future ahead with new technologies? We need to take care of our green planet! The new eco-cities give us a glimpse of future living! Tomorrow’s world will be different with new technologies! Target Phonological Sounds in Use: v, w, x, y, z Consonants: v: (/vi /, / v/); w: (/w/); x: (/ ks/, /		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				ks/, /gz/); y: (/waɪ/ // waɪ/ /waɪ/, /j/, /ɪ/, /iː/); z: /zed/ (BrE.), /ziː/ (AmE.), /z/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
34	31 Mayıs – 4 Haziran	3	Theme 8: Lıfe In The Unıverse And Future	LIFE IN THE UNIVERSE & FUTURE Sub-themes: planets and the Earth as a planet; life on Earth in the future Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets and the Earth as a planet: Nouns: Moon, Sun, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, atmosphere, nature, light, land, orbit. Vocabulary for extreme weather conditions: Nouns: A storm, a thunder, a lightning, a flood, a draught, a storm, a tornado, a thunderstorm, a blizzard, a hurricane. Adjectives: Close, bright, far, large, freezing, stormy. Phrases: Extreme weather conditions. Adverbs: Extremely. Vocabulary for life on Earth in the future: Nouns: An experience, an expert, a factory, a goal, knowledge, peace, population, a possibility, a purpose, a source, technology, development, distance. Verb: To exist, to expect, to hope, to invent, to predict, to suppose, to run out, to compose of. Adjective: Alive, flying,	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a comic strip about the universe and imagine how life on Earth might change. First, they will learn about the planets in our solar system and what makes Earth unique. Then they will create a fun and creative comic strip with 6-8 panels showing their ideas about future life on Earth or other planets. In their comic strip, they can include new technologies, futuristic transportation, cool inventions, and how people interact with nature. They should use drawings, captions, and dialogue to tell the story. They can use Web 2.0 tools. 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
				following, visible. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical	**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
				Structures in Use: -Be going to Future Tense: (Scientists are going to build new space stations to study planets outside our solar system). -The Simple Future Tense (prediction): (I think new planets will have conditions suitable for life). -Question tags for future tenses: (The Earth will become warmer if we don’t act quickly, won’t it?) Functions of the Grammatical Structures in Use: -Use of “Be Going to Future” Tense: Expressing future plans, intentions, or something that is likely to happen based on present evidence. -Use of the Simple Future Tense (prediction): Expressing predictions about what might happen in the future. -Question tags for future tenses: Confirming information or asking for agreement in a sentence about the future. Target Social Language in Use: Is there a bright future ahead with new technologies? We need to take care of our green planet! The new eco-cities give us a glimpse of future living! Tomorrow’s world will be different with new technologies! Target Phonological Sounds in Use: v, w, x, y, z Consonants: v: (/vi /, / v/); w: (/w/); x: (/ ks/, /		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				ks/, /gz/); y: (/waɪ/ // waɪ/ /waɪ/, /j/, /ɪ/, /iː/); z: /zed/ (BrE.), /ziː/ (AmE.), /z/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
35	7–11 Haziran	3	Theme 8: Lıfe In The Unıverse And Future	LIFE IN THE UNIVERSE & FUTURE Sub-themes: planets and the Earth as a planet; life on Earth in the future Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets and the Earth as a planet: Nouns: Moon, Sun, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, atmosphere, nature, light, land, orbit. Vocabulary for extreme weather conditions: Nouns: A storm, a thunder, a lightning, a flood, a draught, a storm, a tornado, a thunderstorm, a blizzard, a hurricane. Adjectives: Close, bright, far, large, freezing, stormy. Phrases: Extreme weather conditions. Adverbs: Extremely. Vocabulary for life on Earth in the future: Nouns: An experience, an expert, a factory, a goal, knowledge, peace, population, a possibility, a purpose, a source, technology, development, distance. Verb: To exist, to expect, to hope, to invent, to predict, to suppose, to run out, to compose of. Adjective: Alive, flying,	**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.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will prepare a comic strip about the universe and imagine how life on Earth might change. First, they will learn about the planets in our solar system and what makes Earth unique. Then they will create a fun and creative comic strip with 6-8 panels showing their ideas about future life on Earth or other planets. In their comic strip, they can include new technologies, futuristic transportation, cool inventions, and how people interact with nature. They should use drawings, captions, and dialogue to tell the story. They can use Web 2.0 tools. 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
				following, visible. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical	**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
				Structures in Use: -Be going to Future Tense: (Scientists are going to build new space stations to study planets outside our solar system). -The Simple Future Tense (prediction): (I think new planets will have conditions suitable for life). -Question tags for future tenses: (The Earth will become warmer if we don’t act quickly, won’t it?) Functions of the Grammatical Structures in Use: -Use of “Be Going to Future” Tense: Expressing future plans, intentions, or something that is likely to happen based on present evidence. -Use of the Simple Future Tense (prediction): Expressing predictions about what might happen in the future. -Question tags for future tenses: Confirming information or asking for agreement in a sentence about the future. Target Social Language in Use: Is there a bright future ahead with new technologies? We need to take care of our green planet! The new eco-cities give us a glimpse of future living! Tomorrow’s world will be different with new technologies! Target Phonological Sounds in Use: v, w, x, y, z Consonants: v: (/vi /, / v/); w: (/w/); x: (/ ks/, /		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				ks/, /gz/); y: (/waɪ/ // waɪ/ /waɪ/, /j/, /ɪ/, /iː/); z: /zed/ (BrE.), /ziː/ (AmE.), /z/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
36	14–18 Haziran	3	Theme 8: Lıfe In The Unıverse And Future	LIFE IN THE UNIVERSE & FUTURE Sub-themes: planets and the Earth as a planet; life on Earth in the future Target Vocabulary in Use (with revisional vocabulary): Vocabulary for planets and the Earth as a planet: Nouns: Moon, Sun, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, atmosphere, nature, light, land, orbit. Vocabulary for extreme weather conditions: Nouns: A storm, a thunder, a lightning, a flood, a draught, a storm, a tornado, a thunderstorm, a blizzard, a hurricane. Adjectives: Close, bright, far, large, freezing, stormy. Phrases: Extreme weather conditions. Adverbs: Extremely. Vocabulary for life on Earth in the future: Nouns: An experience, an expert, a factory, a goal, knowledge, peace, population, a possibility, a purpose, a source, technology, development, distance. Verb: To exist, to expect, to hope, to invent, to predict, to suppose, to run out, to compose of. Adjective: Alive, flying,	**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.	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37	21–25 Haziran	SOCIAL ACTIVITIES	(Sosyal etkinlik)			

Kaynak: MEB İNGİLİZCE (2-8. SINIF) TASLAK YILLIK ÇERÇEVE PLAN.xlsx (TYMM 6) · https://tymm.meb.gov.tr/assets/file/ingilizce-dersi-yillik-planlar_20260902_114918_045.zip · Kontrol: 2026-11-20. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.