2026-2027 Eğitim-Öğretim Yılı · İngilizce 7. sınıf · Çoklu Yabancı Dil Eğitim Modeli Çerçeve Yıllık Planı

Haftalık 7 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	7	Orıentatıon			15 July, Democracy and National Unity Day Primary Education Week
2	21–25 Eylül	7	Revısıon (Tekrar)			26 September, Turkish Language Day
3	28 Eylül – 2 Ekim	7	Revısıon (Tekrar)			
4	5–9 Ekim	7	Theme 1: School Lıfe & Educatıon	Sub-themes: “Educational activities, competitions, and celebrations at school trips; national days and celebrations” ” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for educational activities, competitions, and celebrations at school activities: Nouns: Academic freedom, an applicant, a banner, joy, a playing field, pride, a prize giving, a register, a sponsor, approval, a torchlight, disappointment, a debate, a workshop, a procession, a contest. Verbs: To sponsor, to disappoint. Adjectives: Breathtaking, fascinated, curious, exhausting, passionate. Vocabulary for school trips: Nouns: Educational trips, sports-related trips, an expectation, an amusement park, a backpack (a rucksack-AmE), a cruise, a desk clerk, hillwalking, a lounge, a resort, a room service, a sunscreen, a travel agency, a travel agent, a bus lane,	**ENG.7.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.L2** Students can bring together the information in the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.L3** Students can make sense of and derive meaning from the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.7.1.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.1.R1** Students can prepare for reading the content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” efficiently and effectively. **ENG.7.1.R2** Students can bring information together about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” through skimming, scanning and detailed reading. **ENG.7.1.R3** Students can make sense of and derive meaning from the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “school life and education with extracurricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.7.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.1.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.1.W1** Students can prepare for writing efficiently and accurately based on the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.W2** Students can analyse and understand a provided model to guide them in producing similar writing	PERFORMANCE ASSIGNMENT: Students will work in pairs or small groups to create a digital or printed brochure displaying their ideal school event. The event will focus on one of the sub-themes: educational activities, competitions, celebrations, or school trips. Students will describe the purpose of the event, key activities, and how it benefits participants. They will include creative elements such as a slogan, a schedule, and visual designs. At the end of the work, students will present their brochures to the class, explaining why their event would be a great addition to school life, and answer questions from their peers. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				a deck, an e-ticket, a fare, an inspector, a rail, a terminal, a billboard,a crossroads, a mountain-bike, a pavement, a rowing boat, a boarding card. Verbs: To inspire, to accommodate, to backpack, to immerse, to negotiate, to prioritise, to reschedule. Adjectives: Adventurous, memorable, enjoyable, challenging, unforgettable, sandy. Target Grammatical Structures in Use: -Present Tenses used for Narration (The Simple Present Tense, The Present Progressive Tense, The Present Perfect Tense, The Present Perfect Progressive Tense): (The school hosts various competitions every year. We are staying in a resort this weekend for a memorable school trip. The teachers have taken the students to educational trips to museums this year. They have been visiting many museums happily since this morning, learning new things at each stop). - “Is used to”, “Get used to” (in all present tenses): (The new students are getting used to/have got used to/ have been getting used to/the pressure of academic competitions). - “Conjunctions (As soon as, still, so far, not only, whatsoever)”: (So far, the students have been successful in all of their school competitions).	tasks related to the content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.W3** Students can construct new written content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” based on their understanding of the model(s) provided. **ENG.7.1.W4** Students can practise producing written content based on the current theme “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.W5** Students can engage in the process of writing related to the content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.W6** Students can reconstruct their writing about the current theme on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” to communicate effectively about it. **ENG.7.1.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.7.1.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.S2** Students can analyse and understand the model content related to “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” to support the production of spoken language. **ENG.7.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.S4** Students can construct meaningful spoken content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” through efficient and meaningful practice. **ENG.7.1.S5** Students can reconstruct the information about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” when communicating with others. **ENG.7.1.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.	

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				-Complex Question Tags: (The school has organised many competitions this year, hasn't it?) Functions of the Grammatical Structures in Use: -Use of Present Tenses for Narration (The Simple Present Tense, The Present Progressive Tense, The Present Perfect Tense, The Present Perfect Progressive Tense): They are often used in narration to describe ongoing actions, habitual events, or past actions with relevance to the present. -Use of " Is used to", "Get used to" in all Present Tenses: They are used to describe habits, routines, or the process of adjustment to something new. -Use of "Conjunctions" (As soon as, still, so far, not only, whatsoever): Linking the actions or ideas. -Use of "Complex Question Tags": Expressing verification or confirmation. *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		

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				(communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Break time is over! I'm first in the queue for lunch! Can we have a golden time today as we worked hard on the science project? We passed the test at last! We nailed it! Target Phonological Sounds in Use: -Intonation of positive statements. *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be		

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				practised through pronunciation activities in the theme.		
5	12–16 Ekim	7	Theme 1: School Lıfe & Educatıon	Sub-themes: “Educational activities, competitions, and celebrations at school trips; national days and celebrations” ” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for educational activities, competitions, and celebrations at school activities: Nouns: Academic freedom, an applicant, a banner, joy, a playing field, pride, a prize giving, a register, a sponsor, approval, a torchlight, disappointment, a debate, a workshop, a procession, a contest. Verbs: To sponsor, to disappoint. Adjectives: Breathtaking, fascinated, curious, exhausting, passionate. Vocabulary for school trips: Nouns: Educational trips, sports-related trips, an expectation, an amusement park, a backpack (a rucksack-AmE), a cruise, a desk clerk, hillwalking, a lounge, a resort, a room service, a sunscreen, a travel agency, a travel agent, a bus lane, a deck, an e-ticket, a fare, an inspector, a rail, a terminal, a billboard,a crossroads, a mountain-bike, a pavement, a rowing boat, a boarding card. Verbs: To inspire, to accommodate, to backpack, to immerse, to	**ENG.7.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.L2** Students can bring together the information in the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.L3** Students can make sense of and derive meaning from the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.7.1.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.1.R1** Students can prepare for reading the content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” efficiently and effectively. **ENG.7.1.R2** Students can bring information together about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” through skimming, scanning and detailed reading. **ENG.7.1.R3** Students can make sense of and derive meaning from the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “school life and education with extracurricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.7.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.1.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.1.W1** Students can prepare for writing efficiently and accurately based on the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.W3** Students can construct new written content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” based on their understanding of the model(s) provided. **ENG.7.1.W4** Students can practise producing written content based on the current theme “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.W5** Students can engage in the process of writing related to the content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”.	PERFORMANCE ASSIGNMENT: Students will work in pairs or small groups to create a digital or printed brochure displaying their ideal school event. The event will focus on one of the sub-themes: educational activities, competitions, celebrations, or school trips. Students will describe the purpose of the event, key activities, and how it benefits participants. They will include creative elements such as a slogan, a schedule, and visual designs. At the end of the work, students will present their brochures to the class, explaining why their event would be a great addition to school life, and answer questions from their peers. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				negotiate, to prioritise, to reschedule. Adjectives: Adventurous, memorable, enjoyable, challenging, unforgettable, sandy. Target Grammatical Structures in Use: -Present Tenses used for Narration (The Simple Present Tense, The Present Progressive Tense, The Present Perfect Tense, The Present Perfect Progressive Tense): (The school hosts various competitions every year. We are staying in a resort this weekend for a memorable school trip. The teachers have taken the students to educational trips to museums this year. They have been visiting many museums happily since this morning, learning new things at each stop). - “Is used to”, “Get used to” (in all present tenses): (The new students are getting used to/have got used to/ have been getting used to/the pressure of academic competitions). - “Conjunctions (As soon as, still, so far, not only, whatsoever)”: (So far, the students have been successful in all of their school competitions). -Complex Question Tags: (The school has organised many competitions this year, hasn’t it?) Functions of the Grammatical Structures in Use: -Use of Present Tenses for Narration (The	**ENG.7.1.W6** Students can reconstruct their writing about the current theme on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” to communicate effectively about it. **ENG.7.1.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.7.1.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.S2** Students can analyse and understand the model content related to “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” to support the production of spoken language. **ENG.7.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.S4** Students can construct meaningful spoken content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” through efficient and meaningful practice. **ENG.7.1.S5** Students can reconstruct the information about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” when communicating with others. **ENG.7.1.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.	

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6	19–23 Ekim	7	Theme 1: School Lıfe & Educatıon	Sub-themes: "Educational activities, competitions, and celebrations at school trips; national days and celebrations" "	**ENG.7.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on "school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations". **ENG.7.1.L2** Students can bring together the information in the current content on "school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations". **ENG.7.1.L3** Students can make sense of and derive meaning from the current content on "school life and education	PERFORMANCE ASSIGNMENT: Students will work in pairs or small groups to create a digital or printed brochure displaying their ideal school event. The event will focus on one of the sub-themes: educational

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				Target Vocabulary in Use (with revisional vocabulary): Vocabulary for educational activities, competitions, and celebrations at school activities: Nouns: Academic freedom, an applicant, a banner, joy, a playing field, pride, a prize giving, a register, a sponsor, approval, a torchlight, disappointment, a debate, a workshop, a procession, a contest. Verbs: To sponsor, to disappoint. Adjectives: Breathtaking, fascinated, curious, exhausting, passionate. Vocabulary for school trips: Nouns: Educational trips, sports-related trips, an expectation, an amusement park, a backpack (a rucksack-AmE), a cruise, a desk clerk, hillwalking, a lounge, a resort, a room service, a sunscreen, a travel agency, a travel agent, a bus lane, a deck, an e-ticket, a fare, an inspector, a rail, a terminal, a billboard,a crossroads, a mountain-bike, a pavement, a rowing boat, a boarding card. Verbs: To inspire, to accommodate, to backpack, to immerse, to negotiate, to prioritise, to reschedule. Adjectives: Adventurous, memorable, enjoyable, challenging, unforgettable, sandy. Target Grammatical Structures in Use: -Present Tenses used for Narration (The Simple	with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations". **ENG.7.1.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.7.1.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.1.R1** Students can prepare for reading the content on "school life and education with extra-curricular activities at school; 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Students will describe the purpose of the event, key activities, and how it benefits participants. They will include creative elements such as a slogan, a schedule, and visual designs. At the end of the work, students will present their brochures to the class, explaining why their event would be a great addition to school life, and answer questions from their peers. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				Present Tense, The Present Progressive Tense, The Present Perfect Tense, The Present Perfect Progressive Tense): (The school hosts various competitions every year. We are staying in a resort this weekend for a memorable school trip. The teachers have taken the students to educational trips to museums this year. They have been visiting many museums happily since this morning, learning new things at each stop). - “Is used to”, “Get used to” (in all present tenses): (The new students are getting used to/have got used to/ have been getting used to/the pressure of academic competitions). - “Conjunctions (As soon as, still, so far, not only, whatsoever)”: (So far, the students have been successful in all of their school competitions). -Complex Question Tags: (The school has organised many competitions this year, hasn’t it?) Functions of the Grammatical Structures in Use: -Use of Present Tenses for Narration (The Simple Present Tense, The Present Progressive Tense, The Present Perfect Tense, The Present Perfect Progressive Tense): They are often used in narration to describe ongoing actions, habitual events, or past	school; national days and celebrations”. **ENG.7.1.S2** Students can analyse and understand the model content related to “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” to support the production of spoken language. **ENG.7.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. **ENG.7.1.S4** Students can construct meaningful spoken content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” through efficient and meaningful practice. **ENG.7.1.S5** Students can reconstruct the information about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” when communicating with others. **ENG.7.1.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.	

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				actions with relevance to the present. -Use of " Is used to", "Get used to" in all Present Tenses: They are used to describe habits, routines, or the process of adjustment to something new. -Use of "Conjunctions" (As soon as, still, so far, not only, whatsoever): Linking the actions or ideas. -Use of "Complex Question Tags": Expressing verification or confirmation. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Break time is over! I'm first in the queue for lunch! Can we have a golden time today as we worked hard on the science project? We passed the test at last! We nailed it! Target Phonological Sounds in Use: -Intonation of positive statements. *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
7	26–30 Ekim	7	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: "Learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for learning difficulties and problems for teenagers: Nouns: An accent, accuracy, a resolution, a revision, deadline, evaluation, an exposure,	**ENG.7.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.L2** Students can bring together the information in the current content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.L3** Students can make sense of and derive meaning from the current content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" in relation to themselves or others, both individually and/or with others. **ENG.7.2.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current	PERFORMANCE ASSIGNMENT: Students will prepare an action chart to explore the theme of classroom life by addressing the challenges teenagers face in learning and the elements that contribute to a healthy and peaceful classroom atmosphere. They will identify common learning difficulties and propose creative strategies to overcome these problems. Additionally, students will design a visual or written guide that promotes inclusivity, mutual respect, and effective communication in the classroom. The assignment will be evaluated by using a rubric scheme, a

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a component, motivation, anxiety, dyslexia, self-esteem, a special app, an awareness, a diary. Verbs: To accomplish, to cope, to disappoint, to assess, to adapt, to overcome, to struggle, to interact, to submit. Adjectives: Skilled, complicated, challenging, distracted, engaging, motivated, overwhelmed, complex. Vocabulary for a healthy classroom atmosphere for peaceful learning: Nouns: Tension, enthusiasm, conflict, resolution, disagreement, expectation, participation, diversity, interaction, trust, motivation, a suggestion. Verbs: To demonstrate, to engage, to edit, to embrace, to enhance, to interact, to implement, to maintain, to motivate, to resolve, to regulate, to raise, to support, to observe, to mean, to simplify. Adjectives: Amusing, engaging, tone, motivated, maintaining, stunning, detailed, dramatic, humorous, suitable. Adverbs: Appropriately. Target Grammatical Structures in Use: -Passive Voice in Present Tenses: (An evaluation of the students' accuracy is conducted by the teacher). - "Shall" for suggestions: (Shall we embrace more engaging activities to increase motivation and participation	content about "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500- 1000); ordinal numbers (50-100)" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.2.R1** Students can prepare for reading the content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" efficiently and effectively. **ENG.7.2.R2** Students can bring information together about the current content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" through skimming, scanning and detailed reading. **ENG.7.2.R3** Students can make sense of and derive meaning from the current content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500- 1000); ordinal numbers (50-100)" in relation to themselves or others, both individually and/or with others.	rating scale, and/or a marking scheme. 29 October, Republic Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in the classroom?) - “Causatives”: To have something done: (The teacher has the classroom’s tone regulated to reduce tension). Functions of the Grammatical Structures in Use: -Use of Passive Voice in Present Tenses: Describing actions, events, or processes where the focus is on the activity or outcome rather than the person performing the action. -Use of “Shall” for suggestions: Proposing ideas or seeking agreement to make suggestions. -Use of “Causatives”: To have something done: Describing situations arranged for someone else to perform a task or service. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				themes and in all appropriate sections wherever and whenever possible.)		
8	2–6 Kasım	7	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: “Learning difficulties and problems for teenagers; healthy classroom atmosphere for peaceful learning” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for learning difficulties and problems for teenagers: Nouns: An accent, accuracy, a resolution, a revision, deadline, evaluation, an exposure, a component, motivation, anxiety, dyslexia, self-esteem, a special app, an awareness, a diary. Verbs: To accomplish, to cope, to disappoint, to assess, to adapt, to overcome, to struggle, to interact, to submit. Adjectives: Skilled, complicated, challenging, distracted, engaging, motivated, overwhelmed, complex. Vocabulary for a healthy classroom atmosphere for peaceful learning: Nouns: Tension, enthusiasm, conflict, resolution, disagreement, expectation, participation, diversity, interaction, trust, motivation, a suggestion. Verbs: To demonstrate, to engage, to edit, to embrace, to enhance, to interact, to implement, to maintain, to motivate, to resolve, to regulate, to raise, to support, to observe, to	**ENG.7.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”. **ENG.7.2.L2** Students can bring together the information in the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”. **ENG.7.2.L3** Students can make sense of and derive meaning from the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”. **ENG.7.2.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” in relation to themselves or others, both individually and/or with others. **ENG.7.2.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500- 1000); ordinal numbers (50-100)” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.2.R1** Students can prepare for reading the content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” efficiently and effectively. **ENG.7.2.R2** Students can bring information together about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” through skimming, scanning and detailed reading. **ENG.7.2.R3** Students can make sense of and derive meaning from the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”. **ENG.7.2.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500- 1000); ordinal numbers (50-100)” in relation to themselves or others, both individually and/or with others.	PERFORMANCE ASSIGNMENT: Students will prepare an action chart to explore the theme of classroom life by addressing the challenges teenagers face in learning and the elements that contribute to a healthy and peaceful classroom atmosphere. They will identify common learning difficulties and propose creative strategies to overcome these problems. Additionally, students will design a visual or written guide that promotes inclusivity, mutual respect, and effective communication in the classroom. 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
				mean, to simplify. Adjectives: Amusing, engaging, tone, motivated, maintaining, stunning, detailed, dramatic, humorous, suitable. Adverbs: Appropriately. Target Grammatical Structures in Use: -Passive Voice in Present Tenses: (An evaluation of the students' accuracy is conducted by the teacher). - "Shall" for suggestions: (Shall we embrace more engaging activities to increase motivation and participation in the classroom?) - "Causatives": To have something done: (The teacher has the classroom's tone regulated to reduce tension). Functions of the Grammatical Structures in Use: -Use of Passive Voice in Present Tenses: Describing actions, events, or processes where the focus is on the activity or outcome rather than the person performing the action. -Use of "Shall" for suggestions: Proposing ideas or seeking agreement to make suggestions. -Use of "Causatives": To have something done: Describing situations arranged for someone else to perform a task or service. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)		
9	9–13 Kasım	7	School Based Plannıng			10 November, Atatürk Memorial Day
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	7	Theme 2: Classroom Lıfe & Learnıng	*Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use:	**ENG.7.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.2.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.2.W1** Students can prepare for writing efficiently and accurately based on the current content about "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.W3** Students can construct new written content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" based on their understanding of the model(s) provided. **ENG.7.2.W4** Students can practise producing written content based on the current theme "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.W5** Students can engage in the process of writing related to the content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.W6** Students can reconstruct their writing about the current theme on "classroom life and learning with	20 November, Children's Rights Day 24 November, Teachers' Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				That's a brilliant idea! I'll back you up on this task! Can we take a brain break? Target Phonological Sounds in Use: - Intonation of negative statements *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.	technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" to communicate effectively about it. **ENG.7.2.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" in relation to themselves or others, both individually and/or with others. **ENG.7.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.S2** Students can analyse and understand the model content related to "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" to support the production of spoken language. **ENG.7.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.S4** Students can construct meaningful spoken content about "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500- 1000); ordinal numbers (50-100)" through efficient and meaningful practice. **ENG.7.2.S5** Students can reconstruct the information about "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" when communicating with others. **ENG.7.2.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" in relation to themselves or others, both individually and/or with others.	
11	30 Kasım – 4 Aralık	7	Theme 2: Classroom Lıfe & Learnıng	*Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: That's a brilliant idea! I'll back you up on this	**ENG.7.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.2.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.2.W1** Students can prepare for writing efficiently and accurately based on the current content about "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.W3** Students can construct new written content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" based on their understanding of the model(s) provided. **ENG.7.2.W4** Students can practise producing written content based on the current theme "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.W5** Students can engage in the process of writing related to the content on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)". **ENG.7.2.W6** Students can reconstruct their writing about the current theme on "classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" to communicate effectively about it.	3 December, International Day of Persons with Disabilities

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				task! Can we take a brain break? Target Phonological Sounds in Use: - Intonation of negative statements *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.	**ENG.7.2.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” in relation to themselves or others, both individually and/or with others. **ENG.7.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”. **ENG.7.2.S2** Students can analyse and understand the model content related to “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” to support the production of spoken language. **ENG.7.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”. **ENG.7.2.S4** Students can construct meaningful spoken content about “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500- 1000); ordinal numbers (50-100)” through efficient and meaningful practice. **ENG.7.2.S5** Students can reconstruct the information about “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” when communicating with others. **ENG.7.2.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” in relation to themselves or others, both individually and/or with others.	
12	7–11 Aralık	7	Theme 3: Personal Lıfe & Well-Beıng	Sub-themes: “Advantages and disadvantages of social media; staying healthy and fit” Target Vocabulary in use (with revisional vocabulary): Vocabulary advantages and disadvantages of social media: Nouns: An addiction, an awareness, a restriction, significance, concentration, an objective, privacy, interaction, feedback, concern, an adult. Verbs: To restrict, to exploit, to interact, to distract, to monitor, to concern, to ignore. Adjectives: Ridiculous, short-term, unfortunate, ethical, harmful, constant, distracting, beneficial, informed, sleepless, lonely. Vocabulary for staying healthy and fit:	**ENG.7.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. **ENG.7.3.L2** Students can bring together the information in the current content on “personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. **ENG.7.3.L3** Students can make sense of and derive meaning from the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. **ENG.7.3.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” in relation to themselves or others, both individually and/or with others. **ENG.7.3.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.3.R1** Students can prepare for reading the content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” efficiently and effectively. **ENG.7.3.R2** Students can bring information together about the current content on “personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people’s lives” through skimming, scanning and detailed reading. **ENG.7.3.R3** Students can make sense of and derive meaning from the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”. **ENG.7.3.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” in relation to themselves or others, both individually and/or with others. **ENG.7.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” after recognising them in context and developing their conscious and inductive	PERFORMANCE ASSIGNMENT: Students will write a short dialogue between two friends who discuss the effects of social media on their health. One friend will talk about the advantages of social media such as learning new things and staying connected, while the other will mention disadvantages, such as spending too much time on a screen. They will also suggest ways to stay healthy. Students will practice their dialogue and then perform it in front of the class, using simple sentences and expressive acting. Then they will write a report in pairs on pros and cons of social media related to health. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Nouns: A fitness centre, a heartbeat, self-care, a check-up, a cure, healthcare, a painkiller, a recovery, wellbeing, nutrition, hydration, portion, relaxation, wellness, a remedy, a treatment, an herb, a chemical. Verbs: To sweat, to cure, to recruit, to maintain, to motivate, to strengthen, to prioritise, to rely on, to adopt, to overuse, to reduce, to cause, to achieve. Adjectives: Athletic, beneficial, immune, overall, hydrated, nutritious, consistent, energetic, stressful, sustainable, appealing, sick, essential, cheerful, reliable. Target Grammatical Structures in Use: -Past tenses for Narration (The Simple Past Tense, The Past Progressive Tense, The Past Perfect Tense, The Past Perfect Progressive Tense): (My grandpa monitored his heartbeat last year because of his doctor's warning. The advertisement company had been interacting with social media influencers for months). - "Would" for Expressing Habits in the Past: (My dad would walk every morning to stay fit). - "Was Used to" and "Got Used to" in all forms: (She got used to waking up early to do some gymnastics). - Question Tags for Past Tenses: (She was going to get an email about healthcare updates, wasn't she?).	vocabulary learning skills. **ENG.7.3.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.3.W1** Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.W3** Students can construct new written content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" based on their understanding of the model(s) provided. **ENG.7.3.W4** Students can practise producing written content based on the current theme "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.W5** Students can engage in the process of writing related to the content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.W6** Students can reconstruct their writing about the current theme on "personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people's lives" to communicate effectively about it. **ENG.7.3.W7** Students can be able convey (reflect on) their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" in relation to themselves or others, both individually and/or with others. **ENG.7.3.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.S2** Students can analyse and understand the model content related to "personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people's lives" to support the production of spoken language. **ENG.7.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.S4** Students can construct meaningful spoken content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" through efficient and meaningful practice. **ENG.7.3.S5** Students can reconstruct the information about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" when communicating with others. **ENG.7.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" 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 Past Tenses for Narration (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Describing actions and events that happened in the past, giving details about their time, process, duration, and/or sequence. -Use of “Would” for Expressing Habits in the Past: Describing repeated actions or habits that occur regularly in the past but they no longer happen. -Use of “Was used to” and “Got used to” in all forms: Describing familiarity with actions and situations in the past and describing how people accustomed to something over time and also describing habitual actions or states in the past. -Use of Question Tags: Expressing confirmation, agreement, and/or reassurance about statements, actions, and/or opinions. *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-		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: I need "a bit of me time" after a busy school day! If you're upset, don't bottle it up. Talk to your friends about it! Social media can really mess with your head! Fake news spread like wildfire on social media! Target Phonological Sounds in Use: - Intonation of questions and question tags.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
13	14–18 Aralık	7	Theme 3: Personal Lıfe & Well-Beıng	Sub-themes: "Advantages and disadvantages of social media; staying healthy and fit" Target Vocabulary in use (with revisional vocabulary): Vocabulary advantages and disadvantages of social media: Nouns: An addiction, an awareness, a restriction, significance, concentration, an objective, privacy, interaction, feedback, concern, an adult. Verbs: To restrict, to exploit, to interact, to distract, to monitor, to concern, to ignore. Adjectives: Ridiculous, short-term, unfortunate, ethical, harmful, constant, distracting, beneficial, informed, sleepless, lonely. Vocabulary for staying healthy and fit: Nouns: A fitness centre, a heartbeat, self-care, a check-up, a cure, healthcare, a painkiller, a recovery, wellbeing, nutrition, hydration, portion, relaxation, wellness, a remedy, a treatment, an herb, a chemical. Verbs: To sweat, to cure, to recruit, to maintain, to motivate, to strengthen, to prioritise, to rely on, to adopt, to overuse, to reduce, to cause, to	**ENG.7.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.L2** Students can bring together the information in the current content on "personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.L3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" in relation to themselves or others, both individually and/or with others. **ENG.7.3.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.3.R1** Students can prepare for reading the content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" efficiently and effectively. **ENG.7.3.R2** Students can bring information together about the current content on "personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people's lives" through skimming, scanning and detailed reading. **ENG.7.3.R3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" in relation to themselves or others, both individually and/or with others. **ENG.7.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.3.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.3.W1** Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.W3** Students can construct new written content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" based on their understanding of the model(s) provided. **ENG.7.3.W4** Students can practise producing written content based on the current theme "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives".	PERFORMANCE ASSIGNMENT: Students will write a short dialogue between two friends who discuss the effects of social media on their health. One friend will talk about the advantages of social media such as learning new things and staying connected, while the other will mention disadvantages, such as spending too much time on a screen. They will also suggest ways to stay healthy. Students will practice their dialogue and then perform it in front of the class, using simple sentences and expressive acting. Then they will write a report in pairs on pros and cons of social media related to health. 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
				achieve. Adjectives: Athletic, beneficial, immune, overall, hydrated, nutritious, consistent, energetic, stressful, sustainable, appealing, sick, essential, cheerful, reliable. Target Grammatical Structures in Use: -Past tenses for Narration (The Simple Past Tense, The Past Progressive Tense, The Past Perfect Tense, The Past Perfect Progressive Tense): (My grandpa monitored his heartbeat last year because of his doctor's warning. The advertisement company had been interacting with social media influencers for months). - "Would" for Expressing Habits in the Past: (My dad would walk every morning to stay fit). - "Was Used to" and "Got Used to" in all forms: (She got used to waking up early to do some gymnastics). - Question Tags for Past Tenses: (She was going to get an email about healthcare updates, wasn't she?). Functions of the Grammatical Structures in Use: -Use of Past Tenses for Narration (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Describing actions and events that happened in the past, giving details about their time, process, duration, and/or sequence.	**ENG.7.3.W5** Students can engage in the process of writing related to the content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.W6** Students can reconstruct their writing about the current theme on "personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people's lives" to communicate effectively about it. **ENG.7.3.W7** Students can be able convey (reflect on) their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" in relation to themselves or others, both individually and/or with others. **ENG.7.3.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.S2** Students can analyse and understand the model content related to "personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people's lives" to support the production of spoken language. **ENG.7.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.S4** Students can construct meaningful spoken content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" through efficient and meaningful practice. **ENG.7.3.S5** Students can reconstruct the information about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" when communicating with others. **ENG.7.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of “Would” for Expressing Habits in the Past: Describing repeated actions or habits that occur regularly in the past but they no longer happen. -Use of “Was used to” and “Got used to” in all forms: Describing familiarity with actions and situations in the past and describing how people accustomed to something over time and also describing habitual actions or states in the past. -Use of Question Tags: Expressing confirmation, agreement, and/or reassurance about statements, actions, and/or opinions. *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		

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				possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: I need "a bit of me time" after a busy school day! If you're upset, don't bottle it up. Talk to your friends about it! Social media can really mess with your head! Fake news spread like wildfire on social media! Target Phonological Sounds in Use: - Intonation of questions and question tags. *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
14	21–25 Aralık	7	Theme 3: Personal Lıfe & Well-Beıng	Sub-themes: "Advantages and disadvantages of social media; staying healthy and fit" Target Vocabulary in use (with revisional	**ENG.7.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.L2** Students can bring together the information in the current content on "personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.L3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives".	PERFORMANCE ASSIGNMENT: Students will write a short dialogue between two friends who discuss the effects of social media on their health. One friend will talk about the advantages of social media such as learning new things and staying

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				vocabulary): Vocabulary advantages and disadvantages of social media: Nouns: An addiction, an awareness, a restriction, significance, concentration, an objective, privacy, interaction, feedback, concern, an adult. Verbs: To restrict, to exploit, to interact, to distract, to monitor, to concern, to ignore. Adjectives: Ridiculous, short-term, unfortunate, ethical, harmful, constant, distracting, beneficial, informed, sleepless, lonely. Vocabulary for staying healthy and fit: Nouns: A fitness centre, a heartbeat, self-care, a check-up, a cure, healthcare, a painkiller, a recovery, wellbeing, nutrition, hydration, portion, relaxation, wellness, a remedy, a treatment, an herb, a chemical. Verbs: To sweat, to cure, to recruit, to maintain, to motivate, to strengthen, to prioritise, to rely on, to adopt, to overuse, to reduce, to cause, to achieve. Adjectives: Athletic, beneficial, immune, overall, hydrated, nutritious, consistent, energetic, stressful, sustainable, appealing, sick, essential, cheerful, reliable. Target Grammatical Structures in Use: -Past tenses for Narration (The Simple Past Tense, The Past Progressive Tense, The Past Perfect Tense,	**ENG.7.3.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” in relation to themselves or others, both individually and/or with others. **ENG.7.3.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.3.R1** Students can prepare for reading the content on “personal life and well-being with body parts, illnesses, and keeping good health; 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They will also suggest ways to stay healthy. Students will practice their dialogue and then perform it in front of the class, using simple sentences and expressive acting. Then they will write a report in pairs on pros and cons of social media related to health. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				The Past Perfect Progressive Tense): (My grandpa monitored his heartbeat last year because of his doctor's warning. The advertisement company had been interacting with social media influencers for months). - "Would" for Expressing Habits in the Past: (My dad would walk every morning to stay fit). - "Was Used to" and "Got Used to" in all forms: (She got used to waking up early to do some gymnastics). - Question Tags for Past Tenses: (She was going to get an email about healthcare updates, wasn't she?). Functions of the Grammatical Structures in Use: -Use of Past Tenses for Narration (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Describing actions and events that happened in the past, giving details about their time, process, duration, and/or sequence. -Use of "Would" for Expressing Habits in the Past: Describing repeated actions or habits that occur regularly in the past but they no longer happen. -Use of "Was used to" and "Got used to" in all forms: Describing familiarity with actions and situations in the past and describing how people accustomed to	of spoken language. **ENG.7.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.S4** Students can construct meaningful spoken content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" through efficient and meaningful practice. **ENG.7.3.S5** Students can reconstruct the information about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" when communicating with others. **ENG.7.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				something over time and also describing habitual actions or states in the past. -Use of Question Tags: Expressing confirmation, agreement, and/or reassurance about statements, actions, and/or opinions. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: I need "a bit of me time" after a busy school day! If you're upset, don't bottle it up. Talk to your friends about it! Social media can really mess with your head! Fake news spread like wildfire on social media! Target Phonological Sounds in Use: - Intonation of questions and question tags. *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
15	28 Aralık – 1 Ocak	7	Theme 3: Personal Lıfe & Well-Beıng	Sub-themes: "Advantages and disadvantages of social media; staying healthy and fit" Target Vocabulary in use (with revisional vocabulary): Vocabulary advantages and disadvantages of social media: Nouns: An addiction, an awareness, a restriction, significance, concentration, an objective, privacy, interaction, feedback, concern, an adult. Verbs: To restrict, to exploit, to interact, to distract, to monitor, to concern, to ignore. Adjectives:	**ENG.7.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.L2** Students can bring together the information in the current content on "personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.L3** Students can make sense of and derive meaning from the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" in relation to themselves or others, both individually and/or with others. **ENG.7.3.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.3.R1** Students can prepare for reading the content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" efficiently and effectively. **ENG.7.3.R2** Students can bring information together about the current content on "personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people's lives" through skimming, scanning and detailed reading. **ENG.7.3.R3** Students can make sense of and derive meaning from the current content on "personal life and well-	PERFORMANCE ASSIGNMENT: Students will write a short dialogue between two friends who discuss the effects of social media on their health. One friend will talk about the advantages of social media such as learning new things and staying connected, while the other will mention disadvantages, such as spending too much time on a screen. They will also suggest ways to stay healthy. Students will practice their dialogue and then perform it in front of the class, using simple sentences and expressive acting. Then they will write a report in pairs on pros and cons of social media related to health. 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
				Ridiculous, short-term, unfortunate, ethical, harmful, constant, distracting, beneficial, informed, sleepless, lonely. Vocabulary for staying healthy and fit: Nouns: A fitness centre, a heartbeat, self-care, a check-up, a cure, healthcare, a painkiller, a recovery, wellbeing, nutrition, hydration, portion, relaxation, wellness, a remedy, a treatment, an herb, a chemical. Verbs: To sweat, to cure, to recruit, to maintain, to motivate, to strengthen, to prioritise, to rely on, to adopt, to overuse, to reduce, to cause, to achieve. Adjectives: Athletic, beneficial, immune, overall, hydrated, nutritious, consistent, energetic, stressful, sustainable, appealing, sick, essential, cheerful, reliable. Target Grammatical Structures in Use: -Past tenses for Narration (The Simple Past Tense, The Past Progressive Tense, The Past Perfect Tense, The Past Perfect Progressive Tense): (My grandpa monitored his heartbeat last year because of his doctor's warning. The advertisement company had been interacting with social media influencers for months). - "Would" for Expressing Habits in the Past: (My dad would walk every morning to stay fit). - "Was Used to" and "Got Used to" in all forms:	being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" in relation to themselves or others, both individually and/or with others. **ENG.7.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.3.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.3.W1** Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.W3** Students can construct new written content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" based on their understanding of the model(s) provided. **ENG.7.3.W4** Students can practise producing written content based on the current theme "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.W5** Students can engage in the process of writing related to the content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.W6** Students can reconstruct their writing about the current theme on "personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people's lives" to communicate effectively about it. **ENG.7.3.W7** Students can be able convey (reflect on) their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" in relation to themselves or others, both individually and/or with others. **ENG.7.3.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.S2** Students can analyse and understand the model content related to "personal life and wellbeing with body parts, illnesses, and keeping good health; the place of technology in people's lives" to support the production of spoken language. **ENG.7.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives". **ENG.7.3.S4** Students can construct meaningful spoken content about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" through efficient and meaningful practice. **ENG.7.3.S5** Students can reconstruct the information about "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" when communicating with others. **ENG.7.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people's lives" in relation to themselves or others, both individually and/or with others.	1 January, New Year

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(She got used to waking up early to do some gymnastics). - Question Tags for Past Tenses: (She was going to get an email about healthcare updates, wasn't she?). Functions of the Grammatical Structures in Use: -Use of Past Tenses for Narration (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Describing actions and events that happened in the past, giving details about their time, process, duration, and/or sequence. -Use of "Would" for Expressing Habits in the Past: Describing repeated actions or habits that occur regularly in the past but they no longer happen. -Use of "Was used to" and "Got used to" in all forms: Describing familiarity with actions and situations in the past and describing how people accustomed to something over time and also describing habitual actions or states in the past. -Use of Question Tags: Expressing confirmation, agreement, and/or reassurance about statements, actions, and/or opinions. *National and Religious Days, Festivals, and Celebrations: "29 October Republic Day", "23 April National Sovereignty and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: I need "a bit of me time" after a busy school day! If you're upset, don't bottle it up. Talk to your friends about it!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Social media can really mess with your head! Fake news spread like wildfire on social media! Target Phonological Sounds in Use: - Intonation of questions and question tags. *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
16	4–8 Ocak	7	Theme 4: Famıly Lıfe & Home	Sub-themes: “Future houses; family members’ plans (for the future)” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for future houses: Nouns: Recognition, timing, a variation, housing, appliances, priority, household, innovation, panels, usage, ventilation, insulation. Verbs: To adapt, to automate, to reckon, to impress, to install, to innovate, to generate, to house, to integrate, to renovate, to optimise, to ensure. Adjectives: Energy-efficient, shocking, sophisticated, valid, extraordinary, impressed, sustainable, renewable, solar. Adverbs: Shortly, somehow, sometime, steadily, widely, automatically. Vocabulary for family members’ plans for the future (holidays etc): Nouns: Finance, an expectation, a budget, a resort, bookings, preparation, preference, a bed and breakfast,	**ENG.7.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.L2** Students can bring together the information in the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.L3** Students can make sense of and derive meaning from the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others. **ENG.7.4.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.4.R1** Students can prepare for reading the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” efficiently and effectively. **ENG.7.4.R2** Students can bring information together about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” through skimming, scanning and detailed reading. **ENG.7.4.R3** Students can make sense of and derive meaning from the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others. **ENG.7.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.4.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”, after recognising them in context and developing	PERFORMANCE ASSIGNMENT: Students will create a project to show their ideas about holidays trips, and special family events. They can draw pictures and take photos to reveal where they want to travel and what activities they would like to do with their family. In their project, they will write short descriptions about their plans such as going to the beach, visiting a theme park, and/or hiking in the countryside. They can also use captions and cut-outs from magazines to make their display more colourful and interesting. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a travel agency, a voyage. Verbs: To accommodate, to relieve, to negotiate, to budget, to reserve, to finalise. Adjectives: Relieved, affordable, weekly, detailed, memorable, excursion, all-inclusive. Adverbs: Altogether, slightly, effectively. Target Grammatical Structures in Use: -Passive Voice of Modals in Present (can, could, might, may, must, should) for daily speech: (The appliances can be automated easily. The holiday bookings could be finalised by tomorrow). - “Comparative and Superlative Adjectives: (Energy-efficient houses are more sustainable than traditional ones. This resort is the most affordable option for a family holiday). - “Same as”, “the same”: (This housing innovation is the same as the one introduced last year. This furniture in our new house is the same in our previous house). - “As... as”: (This holiday was just as memorable as our previous trip). - “Like”, “Alike”, “Slightly”: (The future houses look like something from a sci-fi film. The two resorts we considered look alike in terms of their amenities. This solar-powered device is slightly more expensive than the older model). Functions of the Grammatical Structures in Use: -Use of Passive Voice of	their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.4.W1** Students can prepare for writing efficiently and accurately based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.W3** Students can construct new written content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” based on their understanding of the model(s) provided. **ENG.7.4.W4** Students can practise producing written content based on the current theme “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.W5** Students can engage in the process of writing related to the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.W6** Students can reconstruct their writing about the current theme on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” to communicate effectively about it. **ENG.7.4.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Modals in Present (can, could, might, may, must, should) for Daily Speech: Describing possibilities, expressing necessity or obligation, making suggestions or giving advice by indicating uncertainty or speculation. -Use of “Comparative and Superlative” Adjectives: Expressing degrees of differences or comparisons between (and among) people, things, thoughts, and ideas. -Use of “Same as” and “the Same”: Expressing similarity or equality between two or more people, things, thoughts, and ideas. -Use of “as... as”: Describing and emphasising the degree of similarity between two people, situations, and things. -Use of like, alike, slightly: Expressing similarities and (small) differences between people, things, thoughts, and ideas. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.		
17	11–15 Ocak	7	Theme 4: Famıly Lıfe & Home	Sub-themes: "Future houses; family members' plans (for the future)" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for future houses: Nouns: Recognition, timing, a variation, housing, appliances, priority, household, innovation, panels, usage, ventilation, insulation. Verbs: To adapt, to automate, to reckon, to impress, to install, to innovate, to generate, to	**ENG.7.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions". **ENG.7.4.L2** Students can bring together the information in the current content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions". **ENG.7.4.L3** Students can make sense of and derive meaning from the current content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions". **ENG.7.4.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" in relation to themselves or others, both individually and/or with others. **ENG.7.4.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.4.R1** Students can prepare for reading the content on "family life and home with family members' hobbies	PERFORMANCE ASSIGNMENT: Students will create a project to show their ideas about holidays trips, and special family events. They can draw pictures and take photos to reveal where they want to travel and what activities they would like to do with their family. In their project, they will write short descriptions about their plans such as going to the beach, visiting a theme park, and/or hiking in the countryside. They can also use captions and cut-outs from magazines to make their display more colourful and interesting. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				house, to integrate, to renovate, to optimise, to ensure. Adjectives: Energy-efficient, shocking, sophisticated, valid, extraordinary, impressed, sustainable, renewable, solar. Adverbs: Shortly, somehow, sometime, steadily, widely, automatically. Vocabulary for family members' plans for the future (holidays etc): Nouns: Finance, an expectation, a budget, a resort, bookings, preparation, preference, a bed and breakfast, a travel agency, a voyage. Verbs: To accommodate, to relieve, to negotiate, to budget, to reserve, to finalise. Adjectives: Relieved, affordable, weekly, detailed, memorable, excursion, all-inclusive. Adverbs: Altogether, slightly, effectively. Target Grammatical Structures in Use: -Passive Voice of Modals in Present (can, could, might, may, must, should) for daily speech: (The appliances can be automated easily. The holiday bookings could be finalised by tomorrow). - "Comparative and Superlative Adjectives: (Energy-efficient houses are more sustainable than traditional ones. This resort is the most affordable option for a family holiday). - "Same as", "the same": (This housing innovation is the same as the one introduced last year. This furniture in our new house is the	(sports, books, films, music, cooking); generation gap in the family: problems and solutions" efficiently and effectively. **ENG.7.4.R2** Students can bring information together about the current content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" through skimming, scanning and detailed reading. **ENG.7.4.R3** Students can make sense of and derive meaning from the current content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions". **ENG.7.4.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" in relation to themselves or others, both individually and/or with others. **ENG.7.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.4.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.4.W1** Students can prepare for writing efficiently and accurately based on the current content about "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions". **ENG.7.4.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions". **ENG.7.4.W3** Students can construct new written content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" based on their understanding of the model(s) provided. **ENG.7.4.W4** Students can practise producing written content based on the current theme "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions". **ENG.7.4.W5** Students can engage in the process of writing related to the content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions". **ENG.7.4.W6** Students can reconstruct their writing about the current theme on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" to communicate effectively about it. **ENG.7.4.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" in relation to themselves or others, both individually and/or with others.	

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				same in our previous house). - “As... as”: (This holiday was just as memorable as our previous trip). - “Like”, “Alike”, “Slightly”: (The future houses look like something from a sci-fi film. The two resorts we considered look alike in terms of their amenities. This solar-powered device is slightly more expensive than the older model). Functions of the Grammatical Structures in Use: -Use of Passive Voice of Modals in Present (can, could, might, may, must, should) for Daily Speech: Describing possibilities, expressing necessity or obligation, making suggestions or giving advice by indicating uncertainty or speculation. -Use of “Comparative and Superlative” Adjectives: Expressing degrees of differences or comparisons between (and among) people, things, thoughts, and ideas. -Use of “Same as” and “the Same”: Expressing similarity or equality between two or more people, things, thoughts, and ideas. -Use of “as... as”: Describing and emphasising the degree of similarity between two people, situations, and things. -Use of like, alike, slightly: Expressing similarities and (small) differences between people, things, thoughts,		

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

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
18	18–22 Ocak	7	Theme 4: Famıly Lıfe & Home	Sub-themes: “Future houses; family members’ plans (for the future)” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for future houses: Nouns: Recognition, timing, a variation, housing, appliances, priority, household, innovation, panels, usage, ventilation, insulation. Verbs: To adapt, to automate, to reckon, to impress, to install, to innovate, to generate, to house, to integrate, to renovate, to optimise, to ensure. Adjectives: Energy-efficient, shocking, sophisticated, valid, extraordinary, impressed, sustainable, renewable, solar. Adverbs: Shortly, somehow, sometime, steadily, widely, automatically. Vocabulary for family members’ plans for the future (holidays etc): Nouns: Finance, an expectation, a budget, a resort, bookings, preparation, preference, a bed and breakfast, a travel agency, a voyage. Verbs: To accommodate, to relieve, to negotiate, to budget, to reserve, to finalise. Adjectives: Relieved, affordable, weekly, detailed, memorable, excursion, all-inclusive. Adverbs: Altogether, slightly, effectively. Target Grammatical Structures in Use: -Passive Voice of Modals in Present (can, could, might, may, must, should) for daily speech:	**ENG.7.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.L2** Students can bring together the information in the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.L3** Students can make sense of and derive meaning from the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others. **ENG.7.4.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.4.R1** Students can prepare for reading the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” efficiently and effectively. **ENG.7.4.R2** Students can bring information together about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” through skimming, scanning and detailed reading. **ENG.7.4.R3** Students can make sense of and derive meaning from the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others. **ENG.7.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.4.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.4.W1** Students can prepare for writing efficiently and accurately based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.W3** Students can construct new written content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” based on their understanding of the model(s) provided. **ENG.7.4.W4** Students can practise producing written content based on the current theme “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”. **ENG.7.4.W5** Students can engage in the process of writing related to the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and	PERFORMANCE ASSIGNMENT: Students will create a project to show their ideas about holidays trips, and special family events. They can draw pictures and take photos to reveal where they want to travel and what activities they would like to do with their family. In their project, they will write short descriptions about their plans such as going to the beach, visiting a theme park, and/or hiking in the countryside. They can also use captions and cut-outs from magazines to make their display more colourful and interesting. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(The appliances can be automated easily. The holiday bookings could be finalised by tomorrow). - “Comparative and Superlative Adjectives: (Energy-efficient houses are more sustainable than traditional ones. This resort is the most affordable option for a family holiday). - “Same as“, “the same”: (This housing innovation is the same as the one introduced last year. This furniture in our new house is the same in our previous house). - “As... as”: (This holiday was just as memorable as our previous trip). - “Like”, “Alike”, “Slightly”: (The future houses look like something from a sci-fi film. The two resorts we considered look alike in terms of their amenities. This solar-powered device is slightly more expensive than the older model). Functions of the Grammatical Structures in Use: -Use of Passive Voice of Modals in Present (can, could, might, may, must, should) for Daily Speech: Describing possibilities, expressing necessity or obligation, making suggestions or giving advice by indicating uncertainty or speculation. -Use of “Comparative and Superlative” Adjectives: Expressing degrees of differences or comparisons between (and among) people, things, thoughts, and	solutions”. **ENG.7.4.W6** Students can reconstruct their writing about the current theme on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” to communicate effectively about it. **ENG.7.4.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				ideas. -Use of “Same as” and “the Same”: Expressing similarity or equality between two or more people, things, thoughts, and ideas. -Use of “as... as”: Describing and emphasising the degree of similarity between two people, situations, and things. -Use of like, alike, slightly: Expressing similarities and (small) differences between people, things, thoughts, and ideas. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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.		
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	7	Theme 4: Famıly Lıfe & Home	Target Social Language in Use: What's the plan for tea tonight? I'll take the rubbish out later! I'll take care of the washing up! We're starting a new chapter as a family by moving to another city! Target Phonological Sounds in Use: a, b, c, d, e Vowels: a, e Consonants: b, c, d Vowels: a: (/ae/, /aeı/, /ə/, /a:/, /e□ /, ~~/a:/~~, /a/, /□ □ /~~e/~~/); e: (/e/; /i:/, /ə/, silent /e/) Consonant: b: (/b/), silent /b/); c: (/si/, /k/, /t□ /, ~~/z/~~, silent /c/); d: (/d/), silent /d/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.	**ENG.7.4.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions". **ENG.7.4.S2** Students can analyse and understand the model content related to "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" to support the production of spoken language. **ENG.7.4.S3** Students can produce meaningful and accurate spoken content related to the current theme on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions". **ENG.7.4.S4** Students can construct meaningful spoken content about "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" through efficient and meaningful practice. **ENG.7.4.S5** Students can reconstruct the information about "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" when communicating with others. **ENG.7.4.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life and home with family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions" in relation to themselves or others, both individually and/or with others.	
20	15–19 Şubat	7	Theme 5: Lıfe In The	Sub-themes: "Helping	**ENG.7.5.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the	PERFORMANCE ASSIGNMENT:

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
			Neıghbourhood, Cıty & Socıal Lıfe	people in need in the neighbourhood and the city technology in cities and rural areas Target Vocabulary in Use (with revisional vocabulary): Vocabulary for helping people in need in the neighbourhood and the city: Nouns: A fundraiser, a homeless shelter, a foundation, an ambulance, a mayor, a disability, a donation, a concern, assistance, relief, partnership, crisis, initiatives, voluntary work. Verbs: To provide support, to step in, to take action, to raise awareness, to concern, to struggle, to distribute. Adjectives: Homeless, empathetic, compassionate, inclusive, rewarding, proud. Vocabulary for technology in cities and rural areas: Nouns: A solar panel, a drone, sustainability, transportation, public Wi-Fi, a screening, infrastructure, innovation, urban, workplace, coverage, approach. Verbs: To install, to monitor, to improve, to enhance, to implement, to transform, to integrate, to adapt, to approach. Adjectives: Rural, technological, innovative, sustainable, efficient. Target Grammatical Structures in Use: -Passive Voice in the Past Tenses (for Narration and daily Conversations): (A disability movement was introduced by the mayor	neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.L2** Students can bring together the information in the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.L3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" in relation to themselves or others, both individually and/or with others. **ENG.7.5.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.5.R1** Students can prepare for reading the content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" efficiently and effectively. **ENG.7.5.R2** Students can bring information together about the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" through skimming, scanning and detailed reading. **ENG.7.5.R3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" in relation to themselves or others, both individually and/or with others. **ENG.7.5.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.W3** Students can construct new written content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" based on their understanding of the model(s) provided. **ENG.7.5.W4** Students can practise producing written content based on the current theme "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.W5** Students can engage in the process of writing related to the content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.W6** Students can reconstruct their writing about the current theme on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" to communicate effectively about it. **ENG.7.5.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the neighbourhood and city including social life with helping people in need in	Students will write a short magazine article about the role of technology in the life of the neighbourhood and/or city. They will start searching how technology is changing life in both cities and rural areas. After gathering information, they will write an article for the school magazine that covers these two topics. The articles may include photographs, quotes, and examples. Finally, they will present their articles to the class or publish them on the online school blog or magazine (that they can arrange). 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
				of the city). -Active Causative (to have someone do something (V1)): We have the charity organisation distribute the food to homeless people. -Passive Causative (to have something done (Past Participle-V3) by someone): (We had the food distributed to the homeless (by the charity)). -Be able to (in the Past and Present Perfect Tense): (I was able to escape from the fire last year. I haven't been able to see her in the hospital since the accident). Functions of the Grammatical Structures in Use: -Use of Passive Voice in the Past Tenses (for Narration and Daily Conversations): Describing actions or events in the past where the focus is on the outcome or what happened, rather than who performed the action. -Use of Active Causatives (to have someone do something): Describing situations where someone arranges or causes another person to do something for them. -Use of Passive Causatives (to have something done): Expressing that a person arranges for something to be done. The focus is on the action or result, not on who does it. -Use of "Be Able to" (in	the neighbourhood and the city; technology in cities and rural areas" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				the Past and Present Perfect Tense): Describing ability for completed actions and continuation or the result of this ability over time. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				for this section is provided in the introduction to the whole English Language Curriculum.		
21	22–26 Şubat	7	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	Sub-themes: “Helping people in need in the neighbourhood and the city technology in cities and rural areas Target Vocabulary in Use (with revisional vocabulary): Vocabulary for helping people in need in the neighbourhood and the city: Nouns: A fundraiser, a homeless shelter, a foundation, an ambulance, a mayor, a disability, a donation, a concern, assistance, relief, partnership, crisis, initiatives, voluntary work. Verbs: To provide support, to step in, to take action, to raise awareness, to concern, to struggle, to distribute. Adjectives: Homeless, empathetic, compassionate, inclusive, rewarding, proud. Vocabulary for technology in cities and rural areas: Nouns: A solar panel, a drone, sustainability, transportation, public Wi-Fi, a screening, infrastructure, innovation, urban, workplace, coverage, approach. Verbs: To install, to monitor, to improve, to enhance, to implement, to transform, to integrate, to adapt, to approach. Adjectives: Rural, technological, innovative, sustainable, efficient. Target Grammatical	**ENG.7.5.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”. **ENG.7.5.L2** Students can bring together the information in the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”. **ENG.7.5.L3** Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”. **ENG.7.5.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” in relation to themselves or others, both individually and/or with others. **ENG.7.5.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.5.R1** Students can prepare for reading the content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” efficiently and effectively. **ENG.7.5.R2** Students can bring information together about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” through skimming, scanning and detailed reading. **ENG.7.5.R3** Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”. **ENG.7.5.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” in relation to themselves or others, both individually and/or with others. **ENG.7.5.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.5.W1** Students can prepare for writing efficiently and accurately based on the current content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”. **ENG.7.5.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”. **ENG.7.5.W3** Students can construct new written content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” based on their understanding of the model(s) provided. **ENG.7.5.W4** Students can practise producing written content based on the current theme “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”. **ENG.7.5.W5** Students can engage in the process of writing related to the content on “life in the neighbourhood and	PERFORMANCE ASSIGNMENT: Students will write a short magazine article about the role of technology in the life of the neighbourhood and/or city. They will start searching how technology is changing life in both cities and rural areas. After gathering information, they will write an article for the school magazine that covers these two topics. The articles may include photographs, quotes, and examples. Finally, they will present their articles to the class or publish them on the online school blog or magazine (that they can arrange). 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: -Passive Voice in the Past Tenses (for Narration and daily Conversations): (A disability movement was introduced by the mayor of the city). -Active Causative (to have someone do something (V1)): We have the charity organisation distribute the food to homeless people. -Passive Causative (to have something done (Past Participle-V3) by someone): (We had the food distributed to the homeless (by the charity)). -Be able to (in the Past and Present Perfect Tense): (I was able to escape from the fire last year. I haven't been able to see her in the hospital since the accident). Functions of the Grammatical Structures in Use: -Use of Passive Voice in the Past Tenses (for Narration and Daily Conversations): Describing actions or events in the past where the focus is on the outcome or what happened, rather than who performed the action. -Use of Active Causatives (to have someone do something): Describing situations where someone arranges or causes another person to do something for them. -Use of Passive Causatives (to have something done):	city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.W6** Students can reconstruct their writing about the current theme on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" to communicate effectively about it. **ENG.7.5.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Expressing that a person arranges for something to be done. The focus is on the action or result, not on who does it. -Use of “Be Able to” (in the Past and Present Perfect Tense): Describing ability for completed actions and continuation or the result of this ability over time. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.		
22	1–5 Mart	7	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	Sub-themes: "Helping people in need in the neighbourhood and the city technology in cities and rural areas Target Vocabulary in Use (with revisional vocabulary): Vocabulary for helping people in need in the neighbourhood and the city: Nouns: A fundraiser, a homeless shelter, a foundation, an ambulance, a mayor, a disability, a donation, a concern, assistance, relief, partnership, crisis, initiatives, voluntary work. Verbs: To provide support, to step in, to take action, to raise awareness, to concern, to struggle, to distribute. Adjectives: Homeless, empathetic, compassionate, inclusive, rewarding, proud. Vocabulary for technology in cities and rural areas: Nouns: A solar panel, a drone, sustainability, transportation, public Wi-Fi, a screening, infrastructure, innovation, urban, workplace, coverage, approach. Verbs: To install, to monitor, to improve, to enhance, to	**ENG.7.5.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.L2** Students can bring together the information in the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.L3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" in relation to themselves or others, both individually and/or with others. **ENG.7.5.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.5.R1** Students can prepare for reading the content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" efficiently and effectively. **ENG.7.5.R2** Students can bring information together about the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" through skimming, scanning and detailed reading. **ENG.7.5.R3** Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" in relation to themselves or others, both individually and/or with others. **ENG.7.5.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the neighbourhood and city including social life with public services in the	PERFORMANCE ASSIGNMENT: Students will write a short magazine article about the role of technology in the life of the neighbourhood and/or city. They will start searching how technology is changing life in both cities and rural areas. After gathering information, they will write an article for the school magazine that covers these two topics. The articles may include photographs, quotes, and examples. Finally, they will present their articles to the class or publish them on the online school blog or magazine (that they can arrange). 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
				implement, to transform, to integrate, to adapt, to approach. Adjectives: Rural, technological, innovative, sustainable, efficient. Target Grammatical Structures in Use: -Passive Voice in the Past Tenses (for Narration and daily Conversations): (A disability movement was introduced by the mayor of the city). -Active Causative (to have someone do something (V1)): We have the charity organisation distribute the food to homeless people. -Passive Causative (to have something done (Past Participle-V3) by someone): (We had the food distributed to the homeless (by the charity)). -Be able to (in the Past and Present Perfect Tense): (I was able to escape from the fire last year. I haven't been able to see her in the hospital since the accident). Functions of the Grammatical Structures in Use: -Use of Passive Voice in the Past Tenses (for Narration and Daily Conversations): Describing actions or events in the past where the focus is on the outcome or what happened, rather than who performed the action. -Use of Active Causatives (to have someone do something): Describing situations where someone	neighbourhood and city; life in different kinds of cities". **ENG.7.5.W3** Students can construct new written content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" based on their understanding of the model(s) provided. **ENG.7.5.W4** Students can practise producing written content based on the current theme "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.W5** Students can engage in the process of writing related to the content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.W6** Students can reconstruct their writing about the current theme on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" to communicate effectively about it. **ENG.7.5.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the neighbourhood and city including social life with helping people in need in the neighbourhood and the city; technology in cities and rural areas" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				arranges or causes another person to do something for them. -Use of Passive Causatives (to have something done): Expressing that a person arranges for something to be done. The focus is on the action or result, not on who does it. -Use of “Be Able to” (in the Past and Present Perfect Tense): Describing ability for completed actions and continuation or the result of this ability over time. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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.		
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	7	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	Target Social Language in Use: Check this out! The family fell on hard times when their father lost his job! They are poor so they try to make ends meet! The charity is feeding the hungry and caring for them. Target Phonological Sounds in Use: f, g, h, i, j, k Vowels: i: (/aı/, /ı/, /i:/) Consonants: f: (/f/); g: (/g/, /d /silent /g/); h: (/h/), silent /h/); j: (/d e /d/)k: (/k/, silent /k/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.	**ENG.7.5.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.S2** Students can analyse and understand the model content related to "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" to support the production of spoken language. **ENG.7.5.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities". **ENG.7.5.S4** Students can construct meaningful spoken content about "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" through efficient and meaningful practice. **ENG.7.5.S5** Students can reconstruct the information about "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" when communicating with others. **ENG.7.5.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities" in relation to themselves or others, both individually and/or with others.	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
24	22–26 Mart	7	Theme 6: Lıfe In The World & Culture	Sub-themes: "Healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events"	**ENG.7.6.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.L2** Students can bring together the information in the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.L3** Students can make sense of and derive meaning from the current content on "life in the world and	PERFORMANCE ASSIGNMENT: Students will create a travel diary titled "A Healthy Journey Around the World". They will imagine visiting three different countries including Türkiye at first, to learn about the food, sports,

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Vocabulary in Use (with revisional vocabulary): Vocabulary for healthy food and unhealthy food in the world (ecological food); Nouns: A balanced diet, consumption, protein, organic food, fibre-rich food, processed meats, nutrition, junk food, trans fats, agriculture, organic farming, greenhouse, compost, crops, a tournament, an initiative, diversity, a sponsor, significance, concern, recognition, fresh herbs, archery. Verbs: To overeat, to snack, to broadcast, to reduce, to contain, to consume Adjectives: Pesticide-free, sporting, awareness, sustainable, incredible. Vocabulary for cultural diversity and international sports, films and musical events: Nouns: A medal, a firework, a multicultural society, a cultural exchange, a cultural diversity, sports fans, a world champion, a winning team, a sports tournament, globalisation, screenings, unity, a participant, a planet, additives. Verbs: To unite, to inspire, to preserve, to embrace, to promote, to glance. Adjectives: Artistic, representative, upcoming, proud. Target Grammatical Structures in Use: - "Passive Voice in Future Tenses: (The new TV series will be	culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.7.6.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.6.R1** Students can prepare for reading the content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" efficiently and effectively. **ENG.7.6.R2** Students can bring information together about the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" through skimming, scanning and detailed reading. **ENG.7.6.R3** Students can make sense of and derive meaning from the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.7.6.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.6.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.6.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.W3** Students can construct new written content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" based on their understanding of the model(s) provided. **ENG.7.6.W4** Students can practise producing written content based on the current theme "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.W5** Students can engage in the process of writing related to the content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.W6** Students can reconstruct their writing about the current theme on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" to communicate effectively about it. **ENG.7.6.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" in relation to themselves or others, both individually and/or with others.	and music there. For each country, they will write a short paragraph describing one healthy and one traditional food, a popular sport, and a cultural event like a music festival or film event. Students will include simple sentences, colourful drawings, and the name of each country. When they complete, they will share their travel diaries with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				broadcasted next month on a national TV channel). -The Future Progressive Tense: (She will be living in a multicultural society this time next year). - “Will get used to”: (Her parents will get used to having a balanced diet soon). -Complex Question Tags: (She will be attending a sports tournament next week, won’t she?) Functions of Target Language Grammar in Use: -Use of Passive Voice for Future Tenses: Describing future events or actions where the focus is on the outcome or the object of the action rather than the person or entity performing it. -Use of the Future Progressive Tense: Describing actions or events that will be happening at a particular time in the future that emphasise ongoing activity or progression. -Use of “Will get used to”: Expressing how someone will adapt or become accustomed to new habits, situations, or environments over time in the future. -Use of Complex Question Tags: Confirming information, checking understanding, and/or seeking agreement in complex sentence structures or with varying verb forms and auxiliaries. *National and Religious Days, Festivals, and Celebrations: “29		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 Social Language in Use: The sports event went viral as one of the best		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				of the year! The concert was a feast for the senses! You are what you eat! An apple a day keeps the doctor away!		
25	29 Mart – 2 Nisan	7	Theme 6: Lıfe In The World & Culture	Sub-themes: “Healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for healthy food and unhealthy food in the world (ecological food); Nouns: A balanced diet, consumption, protein, organic food, fibre-rich food, processed meats, nutrition, junk food, trans fats, agriculture, organic farming, greenhouse, compost, crops, a tournament, an initiative, diversity, a sponsor, significance, concern, recognition, fresh herbs, archery. Verbs: To overeat, to snack, to broadcast, to reduce, to contain, to consume Adjectives: Pesticide-free, sporting, awareness, sustainable, incredible. Vocabulary for cultural diversity and international sports, films and musical events: Nouns: A medal, a firework, a multicultural society, a cultural exchange, a cultural diversity, sports fans, a world champion, a winning team, a sports tournament, globalisation, screenings, unity, a	**ENG.7.6.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.L2** Students can bring together the information in the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.L3** Students can make sense of and derive meaning from the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” in relation to themselves or others, both individually and/or with others. **ENG.7.6.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.6.R1** Students can prepare for reading the content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” efficiently and effectively. **ENG.7.6.R2** Students can bring information together about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” through skimming, scanning and detailed reading. **ENG.7.6.R3** Students can make sense of and derive meaning from the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” in relation to themselves or others, both individually and/or with others. **ENG.7.6.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.6.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.6.W1** Students can prepare for writing efficiently and accurately based on the current content about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.W3** Students can construct new written content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” based on their understanding of the model(s) provided.	PERFORMANCE ASSIGNMENT: Students will create a travel diary titled “A Healthy Journey Around the World”. They will imagine visiting three different countries including Türkiye at first, to learn about the food, sports, and music there. For each country, they will write a short paragraph describing one healthy and one traditional food, a popular sport, and a cultural event like a music festival or film event. Students will include simple sentences, colourful drawings, and the name of each country. When they complete, they will share their travel diaries with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Library Week

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				participant, a planet, additives. Verbs: To unite, to inspire, to preserve, to embrace, to promote, to glance. Adjectives: Artistic, representative, upcoming, proud. Target Grammatical Structures in Use: - “Passive Voice in Future Tenses: (The new TV series will be broadcasted next month on a national TV channel). -The Future Progressive Tense: (She will be living in a multicultural society this time next year). - “Will get used to”: (Her parents will get used to having a balanced diet soon). -Complex Question Tags: (She will be attending a sports tournament next week, won’t she?) Functions of Target Language Grammar in Use: -Use of Passive Voice for Future Tenses: Describing future events or actions where the focus is on the outcome or the object of the action rather than the person or entity performing it. -Use of the Future Progressive Tense: Describing actions or events that will be happening at a particular time in the future that emphasise ongoing activity or progression. -Use of “Will get used to”: Expressing how someone will adapt or become accustomed to new habits, situations, or environments over time in the future.	**ENG.7.6.W4** Students can practise producing written content based on the current theme “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.W5** Students can engage in the process of writing related to the content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.W6** Students can reconstruct their writing about the current theme on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” to communicate effectively about it. **ENG.7.6.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Complex Question Tags: Confirming information, checking understanding, and/or seeking agreement in complex sentence structures or with varying verb forms and auxiliaries. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: The sports event went viral as one of the best of the year! The concert was a feast for the senses! You are what you eat! An apple a day keeps the doctor away!		
26	5–9 Nisan	7	Theme 6: Lıfe In The World & Culture	Sub-themes: "Healthy food and unhealthy food in the world (ecological food) and international sports, films, and musical events" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for healthy food and unhealthy food in the world (ecological food); Nouns: A balanced diet, consumption, protein, organic food, fibre-rich food, processed meats, nutrition, junk food, trans fats, agriculture, organic farming, greenhouse, compost, crops, a tournament, an initiative, diversity, a sponsor, significance, concern, recognition, fresh herbs, archery. Verbs: To overeat, to snack, to broadcast, to reduce, to contain, to consume Adjectives: Pesticide-free, sporting, awareness, sustainable, incredible. Vocabulary for cultural diversity and	**ENG.7.6.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.L2** Students can bring together the information in the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.L3** Students can make sense of and derive meaning from the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.7.6.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.6.R1** Students can prepare for reading the content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" efficiently and effectively. **ENG.7.6.R2** Students can bring information together about the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" through skimming, scanning and detailed reading. **ENG.7.6.R3** Students can make sense of and derive meaning from the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" in relation to themselves or others, both individually and/or with others. **ENG.7.6.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.6.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately,	PERFORMANCE ASSIGNMENT: Students will create a travel diary titled "A Healthy Journey Around the World". They will imagine visiting three different countries including Türkiye at first, to learn about the food, sports, and music there. For each country, they will write a short paragraph describing one healthy and one traditional food, a popular sport, and a cultural event like a music festival or film event. Students will include simple sentences, colourful drawings, and the name of each country. When they complete, they will share their travel diaries with the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				international sports, films and musical events: Nouns: A medal, a firework, a multicultural society, a cultural exchange, a cultural diversity, sports fans, a world champion, a winning team, a sports tournament, globalisation, screenings, unity, a participant, a planet, additives. Verbs: To unite, to inspire, to preserve, to embrace, to promote, to glance. Adjectives: Artistic, representative, upcoming, proud. Target Grammatical Structures in Use: - “Passive Voice in Future Tenses: (The new TV series will be broadcasted next month on a national TV channel). -The Future Progressive Tense: (She will be living in a multicultural society this time next year). - “Will get used to”: (Her parents will get used to having a balanced diet soon). -Complex Question Tags: (She will be attending a sports tournament next week, won’t she?) Functions of Target Language Grammar in Use: -Use of Passive Voice for Future Tenses: Describing future events or actions where the focus is on the outcome or the object of the action rather than the person or entity performing it. -Use of the Future Progressive Tense: Describing actions or	based on the current content about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.6.W1** Students can prepare for writing efficiently and accurately based on the current content about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.W3** Students can construct new written content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” based on their understanding of the model(s) provided. **ENG.7.6.W4** Students can practise producing written content based on the current theme “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.W5** Students can engage in the process of writing related to the content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. **ENG.7.6.W6** Students can reconstruct their writing about the current theme on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” to communicate effectively about it. **ENG.7.6.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				events that will be happening at a particular time in the future that emphasise ongoing activity or progression. -Use of “Will get used to”: Expressing how someone will adapt or become accustomed to new habits, situations, or environments over time in the future. -Use of Complex Question Tags: Confirming information, checking understanding, and/or seeking agreement in complex sentence structures or with varying verb forms and auxiliaries. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: The sports event went viral as one of the best of the year! The concert was a feast for the senses! You are what you eat! An apple a day keeps the doctor away!		
27	12–16 Nisan	7	School Based Plannıng			
28	19–22 Nisan	7	Theme 6: Lıfe In The World & Culture	Target Phonological Sounds in Use: Vowel: o Consonants: l, m, n, (ng), p Vowel: o: (/əʊ /, /ɪ /, /ɒ /) Consonants: l: (/ l/ /l/, silent /l/); m: (/ m/, /m/); n: (/ n/, /n/, silent /n/); ng: (/ng/); p: (pi /p/, silent /p/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.	**ENG.7.6.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.S2** Students can analyse and understand the model content related to "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" to support the production of spoken language. **ENG.7.6.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world". **ENG.7.6.S4** Students can construct meaningful spoken content about "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" through efficient and meaningful practice. **ENG.7.6.S5** Students can reconstruct the information about "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" when communicating with others. **ENG.7.6.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world" in relation to themselves or others, both individually and/or with others.	23 April, National Sovereignty and Children's Day
29	26–30 Nisan	7	Theme 7: Lıfe In Nature	Sub-themes: Influence of	**ENG.7.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in	PERFORMANCE ASSIGNMENT:

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
			& Global Problems	technology on global issues (health); influence of technology on problems and solutions about nature Target Vocabulary in Use (with revisional vocabulary): Vocabulary for the influence of technology on global issues (health): Nouns: Emergency services, relief, an allergy, a cancer, coronavirus, a crisis, a germ, obesity, a pandemic, recovery, a suffering, an infection, artificial intelligence, a database, graphics, a microscope, radiation, radioactivity, healthcare, procedures, interaction, limitation, addiction, privacy, a research, a patient, an intervention, an exposure, to overhear. Verbs: To detect, to stretch, to collapse, to harm, to heal, to recover, to input, to scan, to conduct, to radiate, to advance, to contribute, to monitor, to tackle, to secure, to distract, to exploit. Adjectives: Addicted, genetic, life-limiting, obese, severe, unconscious, virtual, machine-made, electromagnetic, technological, innovative, efficient, vital, secure, constant, critical, virtual, excessive. Vocabulary for the influence of technology on problems and solutions about nature: Nouns: An alternative fuel, biofuel, deforestation, carbon footprint, a polluter,	nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.L2** Students can bring together the information in the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.L3** Students can make sense of and derive meaning from the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature" in relation to themselves or others, both individually and/or with others. **ENG.7.7.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in nature with animals and natural resources in nature; protecting animals and nature" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.7.R1** Students can prepare for reading the content on "life in nature with animals and natural resources in nature; protecting animals and nature" efficiently and effectively. **ENG.7.7.R2** Students can bring information together about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature" through skimming, scanning and detailed reading. **ENG.7.7.R3** Students can make sense of and derive meaning from the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature" in relation to themselves or others, both individually and/or with others. **ENG.7.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in nature with animals and natural resources in nature; protecting animals and nature" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.7.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature with animals and natural resources in nature; protecting animals and nature", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.7.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.W3** Students can construct new written content on "life in nature with animals and natural resources in nature; protecting animals and nature" based on their understanding of the model(s) provided. **ENG.7.7.W4** Students can practise producing written content based on the current theme "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.W5** Students can engage in the process of writing related to the content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.W6** Students can reconstruct their writing about the current theme on "life in nature with animals and natural resources in nature; protecting animals and nature" to communicate effectively about it. **ENG.7.7.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature" in relation to themselves or others, both individually and/or with others.	Students will create a digital presentation that explores how technology influences global health issues and solutions for nature-related problems. Students will research a global health issue, such as access to clean water or disease prevention, and then explain how technology has impacted it positively or negatively. Additionally, they will investigate an environmental problem such as deforestation or pollution and describe how technology has either contributed to or provided solutions for the issue. Students will include pictures, images, graphs, and examples to support their findings and conclude their presentations with a personal reflection on how technology can be used responsibly to address global problems. 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
				commercial farming, protection, carbon, emission, conservation, harm, destruction, wastefulness, overproduction, contamination, a consequence, an advancement. Verbs: To absorb, to activate, to anticipate, to assure, to restore, to generate, to monitor, to capture, to harm, to threaten, to preserve, to ruin, to prevent, to benefit, to discover, to enable, to conduct Adjectives: Genetically modified, hydroelectric, harmful, excessive, efficient, innovative, efficient, constant. Adverbs: Definitely. Target Grammatical Structures in Use: -Relative Pronouns used with Relative Clauses (whose, whom, where, when, which) (defining and nondefining): (The doctor, whose work focuses on radiation, helps improve healthcare. The assistant joined a project which aims to reduce obesity). -Forming Nouns from Verbs with - ing (swim - swimming, play – playing): (Swimming is a good exercise for health). Functions of Target Language Grammar in Use: -Use of Relative Pronouns with Relative Clauses (whose, whom, where, when, which) (defining and nondefining): Giving information or extra information about the subject or object		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				mentioned in a sentence. -Use of nouns formed from verbs with - ing (swim - swimming, play – playing): Forming nouns from verbs with the -ing expresses actions, activities, and processes. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.		
30	3–7 Mayıs	7	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: Influence of technology on global issues (health); influence of technology on problems and solutions about nature Target Vocabulary in Use (with revisional vocabulary): Vocabulary for the influence of technology on global issues (health): Nouns: Emergency services, relief, an allergy, a cancer, coronavirus, a crisis, a germ, obesity, a pandemic, recovery, a suffering, an infection, artificial intelligence, a database, graphics, a microscope, radiation, radioactivity, healthcare, procedures, interaction, limitation, addiction, privacy, a research, a patient, an intervention, an exposure, to overhear. Verbs: To detect, to stretch, to collapse, to harm, to heal, to recover, to input, to scan, to conduct, to radiate, to advance, to contribute, to monitor, to tackle, to secure, to distract, to exploit. Adjectives: Addicted, genetic, life-limiting, obese, severe, unconscious, virtual, machine-made, electromagnetic, technological, innovative, efficient, vital, secure,	**ENG.7.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.L2** Students can bring together the information in the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.L3** Students can make sense of and derive meaning from the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature" in relation to themselves or others, both individually and/or with others. **ENG.7.7.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in nature with animals and natural resources in nature; protecting animals and nature" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.7.R1** Students can prepare for reading the content on "life in nature with animals and natural resources in nature; protecting animals and nature" efficiently and effectively. **ENG.7.7.R2** Students can bring information together about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature" through skimming, scanning and detailed reading. **ENG.7.7.R3** Students can make sense of and derive meaning from the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature" in relation to themselves or others, both individually and/or with others. **ENG.7.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in nature with animals and natural resources in nature; protecting animals and nature" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.7.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature with animals and natural resources in nature; protecting animals and nature", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.7.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.W3** Students can construct new written content on "life in nature with animals and natural resources in nature; protecting animals and nature" based on their understanding of the model(s) provided. **ENG.7.7.W4** Students can practise producing written content based on the current theme "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.W5** Students can engage in the process of writing related to the content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.W6** Students can reconstruct their writing about the current theme on "life in nature with animals and natural resources in nature; protecting animals and nature" to communicate effectively about it. **ENG.7.7.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process	PERFORMANCE ASSIGNMENT: Students will create a digital presentation that explores how technology influences global health issues and solutions for nature-related problems. Students will research a global health issue, such as access to clean water or disease prevention, and then explain how technology has impacted it positively or negatively. Additionally, they will investigate an environmental problem such as deforestation or pollution and describe how technology has either contributed to or provided solutions for the issue. Students will include pictures, images, graphs, and examples to support their findings and conclude their presentations with a personal reflection on how technology can be used responsibly to address global problems. 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
				constant, critical, virtual, excessive. Vocabulary for the influence of technology on problems and solutions about nature: Nouns: An alternative fuel, biofuel, deforestation, carbon footprint, a polluter, commercial farming, protection, carbon, emission, conservation, harm, destruction, wastefulness, overproduction, contamination, a consequence, an advancement. Verbs: To absorb, to activate, to anticipate, to assure, to restore, to generate, to monitor, to capture, to harm, to threaten, to preserve, to ruin, to prevent, to benefit, to discover, to enable, to conduct Adjectives: Genetically modified, hydroelectric, harmful, excessive, efficient, innovative, efficient, constant. Adverbs: Definitely. Target Grammatical Structures in Use: -Relative Pronouns used with Relative Clauses (whose, whom, where, when, which) (defining and nondefining): (The doctor, whose work focuses on radiation, helps improve healthcare. The assistant joined a project which aims to reduce obesity). -Forming Nouns from Verbs with - ing (swim - swimming, play – playing): (Swimming is a good exercise for health). Functions of Target Language Grammar in	about the current content on “life in nature with animals and natural resources in nature; protecting animals and nature” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Use: -Use of Relative Pronouns with Relative Clauses (whose, whom, where, when, which) (defining and nondefining): Giving information or extra information about the subject or object mentioned in a sentence. -Use of nouns formed from verbs with - ing (swim - swimming, play – playing): Forming nouns from verbs with the -ing expresses actions, activities, and processes. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.		
31	10–14 Mayıs	7	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: Influence of technology on global issues (health); influence of technology on problems and solutions about nature Target Vocabulary in Use (with revisional vocabulary): Vocabulary for the influence of technology on global issues (health): Nouns: Emergency services, relief, an allergy, a cancer, coronavirus, a crisis, a germ, obesity, a pandemic, recovery, a suffering, an infection, artificial intelligence, a database, graphics, a microscope, radiation, radioactivity, healthcare, procedures, interaction, limitation, addiction, privacy, a research, a patient, an intervention, an exposure, to overhear. Verbs: To detect, to stretch, to collapse, to harm, to heal, to recover, to input, to scan, to conduct, to radiate, to advance, to contribute, to monitor, to tackle, to	**ENG.7.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.L2** Students can bring together the information in the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.L3** Students can make sense of and derive meaning from the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature" in relation to themselves or others, both individually and/or with others. **ENG.7.7.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in nature with animals and natural resources in nature; protecting animals and nature" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.7.R1** Students can prepare for reading the content on "life in nature with animals and natural resources in nature; protecting animals and nature" efficiently and effectively. **ENG.7.7.R2** Students can bring information together about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature" through skimming, scanning and detailed reading. **ENG.7.7.R3** Students can make sense of and derive meaning from the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature" in relation to themselves or others, both individually and/or with others. **ENG.7.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in nature with animals and natural resources in nature; protecting animals and nature" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.7.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature with animals and natural resources in nature; protecting animals and nature", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.7.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in nature with animals and natural resources in nature; protecting animals and nature".	PERFORMANCE ASSIGNMENT: Students will create a digital presentation that explores how technology influences global health issues and solutions for nature-related problems. Students will research a global health issue, such as access to clean water or disease prevention, and then explain how technology has impacted it positively or negatively. Additionally, they will investigate an environmental problem such as deforestation or pollution and describe how technology has either contributed to or provided solutions for the issue. Students will include pictures, images, graphs, and examples to support their findings and conclude their presentations with a personal reflection on how technology can be used responsibly to address global problems. 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
				secure, to distract, to exploit. Adjectives: Addicted, genetic, life-limiting, obese, severe, unconscious, virtual, machine-made, electromagnetic, technological, innovative, efficient, vital, secure, constant, critical, virtual, excessive. Vocabulary for the influence of technology on problems and solutions about nature: Nouns: An alternative fuel, biofuel, deforestation, carbon footprint, a polluter, commercial farming, protection, carbon, emission, conservation, harm, destruction, wastefulness, overproduction, contamination, a consequence, an advancement. Verbs: To absorb, to activate, to anticipate, to assure, to restore, to generate, to monitor, to capture, to harm, to threaten, to preserve, to ruin, to prevent, to benefit, to discover, to enable, to conduct Adjectives: Genetically modified, hydroelectric, harmful, excessive, efficient, innovative, efficient, constant. Adverbs: Definitely. Target Grammatical Structures in Use: -Relative Pronouns used with Relative Clauses (whose, whom, where, when, which) (defining and nondefining): (The doctor, whose work focuses on radiation, helps improve healthcare. The assistant joined a	**ENG.7.7.W3** Students can construct new written content on “life in nature with animals and natural resources in nature; protecting animals and nature” based on their understanding of the model(s) provided. **ENG.7.7.W4** Students can practise producing written content based on the current theme “life in nature with animals and natural resources in nature; protecting animals and nature”. **ENG.7.7.W5** Students can engage in the process of writing related to the content on “life in nature with animals and natural resources in nature; protecting animals and nature”. **ENG.7.7.W6** Students can reconstruct their writing about the current theme on “life in nature with animals and natural resources in nature; protecting animals and nature” to communicate effectively about it. **ENG.7.7.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in nature with animals and natural resources in nature; protecting animals and nature” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				project which aims to reduce obesity). -Forming Nouns from Verbs with - ing (swim - swimming, play – playing): (Swimming is a good exercise for health). Functions of Target Language Grammar in Use: -Use of Relative Pronouns with Relative Clauses (whose, whom, where, when, which) (defining and nondefining): Giving information or extra information about the subject or object mentioned in a sentence. -Use of nouns formed from verbs with - ing (swim - swimming, play – playing): Forming nouns from verbs with the -ing expresses actions, activities, and processes. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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.		
32	17–21 Mayıs	7	Theme 7: Lıfe In Nature & Global Problems	Target Social Language in Use: Let's go green by using less plastic! The writing on the wall is clear: we need to protect the environment! Her new idea about protecting green areas is making waves! An urgent step in the right direction with technology is needed! Target Phonological Sounds in Use: Vowel: u Consonants: q, r, s, t Vowel: u: (/ju /, / /, j /, silent /u/) Consonants: q: (/kju /, / k/); r: (/ (Br), silent /r/ (Br), /a (AmE), / (AmE), silent /r/ (Br)); s: (/s/, / s/, /z/, silent /s/); t: (/ti /, /t/, silent /t/). *No pronunciation	**ENG.7.7.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.S2** Students can analyse and understand the model content related to "life in nature with animals and natural resources in nature; protecting animals and nature" to support the production of spoken language. **ENG.7.7.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in nature with animals and natural resources in nature; protecting animals and nature". **ENG.7.7.S4** Students can construct meaningful spoken content about "life in nature with animals and natural resources in nature; protecting animals and nature" through efficient and meaningful practice. **ENG.7.7.S5** Students can reconstruct the information about "life in nature with animals and natural resources in nature; protecting animals and nature" when communicating with others. **ENG.7.7.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature with animals and natural resources in nature; protecting animals and nature" in relation to themselves or others, both individually and/or with others.	19 May, The Commemoration of Atatürk, Youth and Sports Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
33	24–28 Mayıs	7	Theme 8: Lıfe In The Unıverse & Future	Sub-themes: Time travel; future technologies and their use (robots, robotics) Target Vocabulary in Use (with revisional vocabulary): Vocabulary for time travel: Nouns: A lifetime, an ancestor, a legend, a myth, navigation, timing, wormhole, teleportation, relativity, timeline, phenomena, a selection, multiverse, a transition, self, a concept, interval, a pause. Verbs: To rewind, to pace, to alter, to modify, to interrupt, to disturb, to observe, to witness, to pause. Adjectives: Inevitable, magnificent, prior, temporal, alternate, entire, mythical, widely held, fictional, hypothetical, dimensional, multiple, magnificent, ongoing, significant, accurate. Adverbs: Remarkably, likewise, afterwards, beyond, instantly, potentially. Vocabulary for future technologies and their use (robots, robotics): Nouns: A receiver, a sector, companionship, human-robot, a workplace, consideration, labour, surgery, input, household, agriculture, crops, gaming, an implication, over-	**ENG.7.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.L2** Students can bring together the information in the current content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.L3** Students can make sense of and derive meaning from the current content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others. **ENG.7.8.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the universe and future with space technology; life in the future with robots” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.8.R1** Students can prepare for reading the content on “life in the universe and future with space technology; life in the future with robots” efficiently and effectively. **ENG.7.8.R2** Students can bring information together about the current content on “life in the universe and future with space technology; life in the future with robots” through skimming, scanning and detailed reading. **ENG.7.8.R3** Students can make sense of and derive meaning from the current content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others. **ENG.7.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and future with space technology; life in the future with robots” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.8.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the universe and future with space technology; life in the future with robots”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.8.W1** Students can prepare for writing efficiently and accurately based on the current content about “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W3** Students can construct new written content on “life in the universe and future with space technology; life in the future with robots” based on their understanding of the model(s) provided. **ENG.7.8.W4** Students can practise producing written content based on the current theme “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W5** Students can engage in the process of writing related to the content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W6** Students can reconstruct their writing about the current theme on “life in the universe and future with space technology; life in the future with robots” to communicate effectively about it. **ENG.7.8.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others.	PERFORMANCE ASSIGNMENT: Students will write about their ideas and dreams related to time travel and future technologies. They can imagine what it would be like to travel to the future and describe the things they will see, the people they will meet, and the adventures they will have. In addition, they will explore how future technologies such as robots and robotics could change life. They will write about how robots might help people at work, in schools, and/or at home, and what daily life will look like with these advanced technologies. Their writing can include creative stories, short descriptions, and drawings to show their thoughts about time travel and future technologies. 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
				reliance, construction, motion, delivery, protection, interaction, regard, capacity, characteristic, input, participation. Verbs: To reinforce, to rebuild, to convert, to manufacture, to survey, to model, to equip, to enable, to detect, to operate, to enhance, to evolve, to regard, to integrate, to launch, to observe, to monitor, to evaluate, to adjust. Adjectives: Predictable, principal, optimistic, contemporary, elderly, ethical, industrial, capable, autonomous, efficient, maximum, minimum, mechanical, desired, realistic, accurate. Adverbs: Potentially, alongside, automatically, gradually, via, precisely. Target Grammatical Structures in Use: -Conditional 2: (If robots worked alongside humans, it could improve productivity a lot). -Wish Clauses (was/were): (I wish there was/were less dust in the atmosphere so we could see the stars clearly). -"If only": (If only astronauts were able to travel to distant galaxies, we would know more about space). Functions of the Grammatical Structures in Use: -Use of the Conditional 2: Describing an unreal situation in the future about the universe. -Use of "wish" (was/were): Expressing desires, regrets and/or hypothetical situations contrary to the current	**ENG.7.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.S2** Students can analyse and understand the model content related to "life in the universe and future with space technology; life in the future with robots" to support the production of spoken language. **ENG.7.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.S4** Students can construct meaningful spoken content about "life in the universe and future with space technology; life in the future with robots" through efficient and meaningful practice. **ENG.7.8.S5** Students can reconstruct the information about "life in the universe and future with space technology; life in the future with robots" when communicating with others. **ENG.7.8.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe and future with space technology; life in the future with robots" in relation to themselves or others, both individually and/or with others.	

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

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Building a space colony is like a leap in the dark! In robotics, the sky's the limit! I felt like I was lost in space when the teacher gave me that Math problem! The astronauts will shoot the stars and give the best effort! Target Phonological Sounds in Use: Consonants: v, w, x, y, z Consonants: v: (/vi /, / v/); w: (/w/), silent /w/); x: (/ ks/, ks/, /gz/); y: (/ wa /, j/, / /, i /)z: / (zed/ (Br), /zi /(AmE), /z/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
34	31 Mayıs – 4 Haziran	7	Theme 8: Lıfe In The Unıverse & Future	Sub-themes: Time travel; future technologies and their use (robots, robotics) Target Vocabulary in Use (with revisional vocabulary): Vocabulary for time travel: Nouns: A lifetime, an ancestor, a legend, a myth, navigation, timing, wormhole, teleportation, relativity, timeline, phenomena, a selection, multiverse, a transition, self, a concept, interval, a pause. Verbs: To rewind, to pace, to alter, to modify, to interrupt, to	**ENG.7.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.L2** Students can bring together the information in the current content on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the universe and future with space technology; life in the future with robots" in relation to themselves or others, both individually and/or with others. **ENG.7.8.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the universe and future with space technology; life in the future with robots" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.8.R1** Students can prepare for reading the content on "life in the universe and future with space technology; life in the future with robots" efficiently and effectively. **ENG.7.8.R2** Students can bring information together about the current content on "life in the universe and future with space technology; life in the future with robots" through skimming, scanning and detailed reading. **ENG.7.8.R3** Students can make sense of and derive meaning from the current content on "life in the universe and future with space technology; life in the future with robots".	PERFORMANCE ASSIGNMENT: Students will write about their ideas and dreams related to time travel and future technologies. They can imagine what it would be like to travel to the future and describe the things they will see, the people they will meet, and the adventures they will have. In addition, they will explore how future technologies such as robots and robotics could change life. They will write about how robots might help people at work, in schools, and/or at home, and what daily life will look like with these advanced technologies. Their writing can include creative stories, short descriptions, and drawings to show their thoughts about time travel and future technologies. The assignment will be evaluated by using

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				disturb, to observe, to witness, to pause. Adjectives: Inevitable, magnificent, prior, temporal, alternate, entire, mythical, widely held, fictional, hypothetical, dimensional, multiple, magnificent, ongoing, significant, accurate. Adverbs: Remarkably, likewise, afterwards, beyond, instantly, potentially. Vocabulary for future technologies and their use (robots, robotics): Nouns: A receiver, a sector, companionship, human-robot, a workplace, consideration, labour, surgery, input, household, agriculture, crops, gaming, an implication, over-reliance, construction, motion, delivery, protection, interaction, regard, capacity, characteristic, input, participation. Verbs: To reinforce, to rebuild, to convert, to manufacture, to survey, to model, to equip, to enable, to detect, to operate, to enhance, to evolve, to regard, to integrate, to launch, to observe, to monitor, to evaluate, to adjust. Adjectives: Predictable, principal, optimistic, contemporary, elderly, ethical, industrial, capable, autonomous, efficient, maximum, minimum, mechanical, desired, realistic, accurate. Adverbs: Potentially, alongside, automatically, gradually, via, precisely. Target Grammatical	**ENG.7.8.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others. **ENG.7.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and future with space technology; life in the future with robots” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.8.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the universe and future with space technology; life in the future with robots”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.8.W1** Students can prepare for writing efficiently and accurately based on the current content about “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W3** Students can construct new written content on “life in the universe and future with space technology; life in the future with robots” based on their understanding of the model(s) provided. **ENG.7.8.W4** Students can practise producing written content based on the current theme “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W5** Students can engage in the process of writing related to the content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W6** Students can reconstruct their writing about the current theme on “life in the universe and future with space technology; life in the future with robots” to communicate effectively about it. **ENG.7.8.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others. **ENG.7.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.S2** Students can analyse and understand the model content related to “life in the universe and future with space technology; life in the future with robots” to support the production of spoken language. **ENG.7.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.S4** Students can construct meaningful spoken content about “life in the universe and future with space technology; life in the future with robots” through efficient and meaningful practice. **ENG.7.8.S5** Students can reconstruct the information about “life in the universe and future with space technology; life in the future with robots” when communicating with others. **ENG.7.8.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others.	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: -Conditional 2: (If robots worked alongside humans, it could improve productivity a lot). -Wish Clauses (was/ were): (I wish there was/ were less dust in the atmosphere so we could see the stars clearly). -“If only”: (If only astronauts were able to travel to distant galaxies, we would know more about space). Functions of the Grammatical Structures in Use: -Use of the Conditional 2: Describing an unreal situation in the future about the universe. -Use of “wish” (was/ were): Expressing desires, regrets and/or hypothetical situations contrary to the current reality. -Use of “if only”: Expressing regret or a strong wish for a present or past situation. *National and Religious Days, Festivals, and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Building a space colony is like a leap in the dark! In robotics, the sky's the limit! I felt like I was lost in space when the teacher gave me that Math problem! The astronauts will shoot the stars and give the best effort! Target Phonological Sounds in Use: Consonants: v, w, x, y, z Consonants: v: (/vi /, /v/); w: (/w/), silent /w/); x: (/ ks/, ks/, /gz/); y: (/wa /, j/, / /, i /)z: /(zed/ (Br), /zi /(AmE), /z/). *No pronunciation symbols will be included in any material written		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
35	7–11 Haziran	7	Theme 8: Lıfe In The Unıverse & Future	Sub-themes: Time travel; future technologies and their use (robots, robotics) Target Vocabulary in Use (with revisional vocabulary): Vocabulary for time travel: Nouns: A lifetime, an ancestor, a legend, a myth, navigation, timing, wormhole, teleportation, relativity, timeline, phenomena, a selection, multiverse, a transition, self, a concept, interval, a pause. Verbs: To rewind, to pace, to alter, to modify, to interrupt, to disturb, to observe, to witness, to pause. Adjectives: Inevitable, magnificent, prior, temporal, alternate, entire, mythical, widely held, fictional, hypothetical, dimensional, multiple, magnificent, ongoing, significant, accurate. Adverbs: Remarkably, likewise, afterwards, beyond, instantly, potentially. Vocabulary for future technologies and their use (robots, robotics): Nouns: A receiver, a sector, companionship, human-robot, a workplace, consideration, labour, surgery, input, household, agriculture, crops, gaming, an implication, over-reliance, construction, motion, delivery,	**ENG.7.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.L2** Students can bring together the information in the current content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.L3** Students can make sense of and derive meaning from the current content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others. **ENG.7.8.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the universe and future with space technology; life in the future with robots” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.8.R1** Students can prepare for reading the content on “life in the universe and future with space technology; life in the future with robots” efficiently and effectively. **ENG.7.8.R2** Students can bring information together about the current content on “life in the universe and future with space technology; life in the future with robots” through skimming, scanning and detailed reading. **ENG.7.8.R3** Students can make sense of and derive meaning from the current content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others. **ENG.7.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and future with space technology; life in the future with robots” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.8.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the universe and future with space technology; life in the future with robots”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.8.W1** Students can prepare for writing efficiently and accurately based on the current content about “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W3** Students can construct new written content on “life in the universe and future with space technology; life in the future with robots” based on their understanding of the model(s) provided. **ENG.7.8.W4** Students can practise producing written content based on the current theme “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W5** Students can engage in the process of writing related to the content on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.W6** Students can reconstruct their writing about the current theme on “life in the universe and future with space technology; life in the future with robots” to communicate effectively about it. **ENG.7.8.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others. **ENG.7.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the universe and future with space technology; life in the future with robots”.	PERFORMANCE ASSIGNMENT: Students will write about their ideas and dreams related to time travel and future technologies. They can imagine what it would be like to travel to the future and describe the things they will see, the people they will meet, and the adventures they will have. In addition, they will explore how future technologies such as robots and robotics could change life. They will write about how robots might help people at work, in schools, and/or at home, and what daily life will look like with these advanced technologies. Their writing can include creative stories, short descriptions, and drawings to show their thoughts about time travel and future technologies. 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
				protection, interaction, regard, capacity, characteristic, input, participation. Verbs: To reinforce, to rebuild, to convert, to manufacture, to survey, to model, to equip, to enable, to detect, to operate, to enhance, to evolve, to regard, to integrate, to launch, to observe, to monitor, to evaluate, to adjust. Adjectives: Predictable, principal, optimistic, contemporary, elderly, ethical, industrial, capable, autonomous, efficient, maximum, minimum, mechanical, desired, realistic, accurate. Adverbs: Potentially, alongside, automatically, gradually, via, precisely. Target Grammatical Structures in Use: -Conditional 2: (If robots worked alongside humans, it could improve productivity a lot). -Wish Clauses (was/ were): (I wish there was/ were less dust in the atmosphere so we could see the stars clearly). -“If only”: (If only astronauts were able to travel to distant galaxies, we would know more about space). Functions of the Grammatical Structures in Use: -Use of the Conditional 2: Describing an unreal situation in the future about the universe. -Use of “wish” (was/ were): Expressing desires, regrets and/or hypothetical situations contrary to the current reality. -Use of “if only”:	**ENG.7.8.S2** Students can analyse and understand the model content related to “life in the universe and future with space technology; life in the future with robots” to support the production of spoken language. **ENG.7.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on “life in the universe and future with space technology; life in the future with robots”. **ENG.7.8.S4** Students can construct meaningful spoken content about “life in the universe and future with space technology; life in the future with robots” through efficient and meaningful practice. **ENG.7.8.S5** Students can reconstruct the information about “life in the universe and future with space technology; life in the future with robots” when communicating with others. **ENG.7.8.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Expressing regret or a strong wish for a present or past situation. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				English Language Curriculum. Target Social Language in Use: Building a space colony is like a leap in the dark! In robotics, the sky's the limit! I felt like I was lost in space when the teacher gave me that Math problem! The astronauts will shoot the stars and give the best effort! Target Phonological Sounds in Use: Consonants: v, w, x, y, z Consonants: v: (/vi /, / v/); w: (/w/), silent /w/); x: (/ ks/, ks/, /gz/); y: (/ wa /, j/, / /, i /)z: / (zed/ (Br), /zi /(AmE), /z/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
36	14–18 Haziran	7	Theme 8: Lıfe In The Unıverse & Future	Sub-themes: Time travel; future technologies and their use (robots, robotics) Target Vocabulary in Use (with revisional vocabulary): Vocabulary for time travel: Nouns: A lifetime, an ancestor, a legend, a myth, navigation, timing, wormhole, teleportation, relativity, timeline, phenomena, a selection, multiverse, a transition, self, a concept, interval, a pause. Verbs: To rewind, to pace, to alter, to modify, to interrupt, to disturb, to observe, to witness, to pause.	**ENG.7.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.L2** Students can bring together the information in the current content on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the universe and future with space technology; life in the future with robots" in relation to themselves or others, both individually and/or with others. **ENG.7.8.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the universe and future with space technology; life in the future with robots" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.7.8.R1** Students can prepare for reading the content on "life in the universe and future with space technology; life in the future with robots" efficiently and effectively. **ENG.7.8.R2** Students can bring information together about the current content on "life in the universe and future with space technology; life in the future with robots" through skimming, scanning and detailed reading. **ENG.7.8.R3** Students can make sense of and derive meaning from the current content on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the universe and future with space technology; life in the future with	PERFORMANCE ASSIGNMENT: Students will write about their ideas and dreams related to time travel and future technologies. They can imagine what it would be like to travel to the future and describe the things they will see, the people they will meet, and the adventures they will have. In addition, they will explore how future technologies such as robots and robotics could change life. They will write about how robots might help people at work, in schools, and/or at home, and what daily life will look like with these advanced technologies. Their writing can include creative stories, short descriptions, and drawings to show their thoughts about time travel and future technologies. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Adjectives: Inevitable, magnificent, prior, temporal, alternate, entire, mythical, widely held, fictional, hypothetical, dimensional, multiple, magnificent, ongoing, significant, accurate. Adverbs: Remarkably, likewise, afterwards, beyond, instantly, potentially. Vocabulary for future technologies and their use (robots, robotics): Nouns: A receiver, a sector, companionship, human-robot, a workplace, consideration, labour, surgery, input, household, agriculture, crops, gaming, an implication, over-reliance, construction, motion, delivery, protection, interaction, regard, capacity, characteristic, input, participation. Verbs: To reinforce, to rebuild, to convert, to manufacture, to survey, to model, to equip, to enable, to detect, to operate, to enhance, to evolve, to regard, to integrate, to launch, to observe, to monitor, to evaluate, to adjust. Adjectives: Predictable, principal, optimistic, contemporary, elderly, ethical, industrial, capable, autonomous, efficient, maximum, minimum, mechanical, desired, realistic, accurate. Adverbs: Potentially, alongside, automatically, gradually, via, precisely. Target Grammatical Structures in Use: -Conditional 2: (If robots	robots" in relation to themselves or others, both individually and/or with others. **ENG.7.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and future with space technology; life in the future with robots" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.7.8.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the universe and future with space technology; life in the future with robots", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.7.8.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.W3** Students can construct new written content on "life in the universe and future with space technology; life in the future with robots" based on their understanding of the model(s) provided. **ENG.7.8.W4** Students can practise producing written content based on the current theme "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.W5** Students can engage in the process of writing related to the content on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.W6** Students can reconstruct their writing about the current theme on "life in the universe and future with space technology; life in the future with robots" to communicate effectively about it. **ENG.7.8.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the universe and future with space technology; life in the future with robots" in relation to themselves or others, both individually and/or with others. **ENG.7.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.S2** Students can analyse and understand the model content related to "life in the universe and future with space technology; life in the future with robots" to support the production of spoken language. **ENG.7.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and future with space technology; life in the future with robots". **ENG.7.8.S4** Students can construct meaningful spoken content about "life in the universe and future with space technology; life in the future with robots" through efficient and meaningful practice. **ENG.7.8.S5** Students can reconstruct the information about "life in the universe and future with space technology; life in the future with robots" when communicating with others. **ENG.7.8.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe and future with space technology; life in the future with robots" in relation to themselves or others, both individually and/or with others.	marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				worked alongside humans, it could improve productivity a lot). -Wish Clauses (was/ were): (I wish there was/ were less dust in the atmosphere so we could see the stars clearly). -“If only”: (If only astronauts were able to travel to distant galaxies, we would know more about space). Functions of the Grammatical Structures in Use: -Use of the Conditional 2: Describing an unreal situation in the future about the universe. -Use of “wish” (was/ were): Expressing desires, regrets and/or hypothetical situations contrary to the current reality. -Use of “if only”: Expressing regret or a strong wish for a present or past situation. *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		

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 Social Language in Use: Building a space colony is like a leap in the dark! In robotics, the sky's the limit! I felt like I was lost in space when the teacher gave me that Math problem! The astronauts will shoot the stars and give the best effort! Target Phonological Sounds in Use: Consonants: v, w, x, y, z Consonants: v: (/vi /, / v/); w: (/w/), silent /w/); x: (/ ks/, /ks/, /gz/); y: (/ wa /, /j/, / /, /i /)z: / (zed/ (Br), /zi /(AmE), /z/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				practised through pronunciation activities in the theme.		
37	21–25 Haziran	7	Socıal Actıvıtes (Sosyal etkinlik)			

Kaynak: MEB ÇOKLU YABANCI DİL İNGİLİZCE (5-8. SINIF) TASLAK ÇERÇEVE YILLIK PLAN.xlsx (ÇYDEM 7) · https://tymm.meb.gov.tr/assets/file/coklu-yabanci-dil-egitim-modeli-ingilizce-yillik-planlar_20260902_114905_773.zip · Kontrol: 2026-11-21. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.