2026-2027 Eğitim-Öğretim Yılı · İngilizce 8. sınıf · Çoklu Yabancı Dil Eğitim Modeli Çerçeve Yıllık Planı

Haftalık 5 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	5	Orıentatıon			15 July, Democracy and National Unity Day Primary Education Week
2	21–25 Eylül	5	Revısıon (Tekrar)			26 September, Turkish Language Day
3	28 Eylül – 2 Ekim	5	Revısıon (Tekrar)			
4	5–9 Ekim	5	Theme 1: School Lıfe & Educatıon	Sub-themes: “School traditions and events; exams and challenge for success at school; national and religious days, festivals, celebrations”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for school traditions and events: Nouns: A graduation, a celebration, a cultural day, a field day, a farewell party, a student council, an award day, a charity event, project, a tradition, a flag, a stage, a prize, a performance. Adjectives: Creative, enjoyable, inspiring. Vocabulary for Participating in Events: Verbs: To cheer, to prepare, to share, to celebrate. Nouns: A student leader, a project, a trophy, a banner, a medal. Vocabulary for exams and challenge for success at school: Nouns: An assignment, a quiz, a result, a mark (grade-AmE), an evaluation, a timetable, a schedule, a revision, a subject, a topic, a coursebook (textbook	**ENG.8.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.L2** Students can bring together the information in the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.L3** Students can make sense of and derive meaning from the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.1.R1** Students can prepare for reading the content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” efficiently and effectively. **ENG.8.1.R2** Students can bring information together about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” through skimming, scanning and detailed reading. **ENG.8.1.R3** Students can make sense of and derive meaning from the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	

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				AmE), a study group, a debate. Adjectives for Describing Pressure: Stressful, challenging, demanding, tiring, overwhelming, rewarding, motivating, world-class, outstanding, flag raising. Verbs for Exam Activities: To review, to revise, to focus, to memorize, to pass, to fail, to overcome, to evaluate, to deserve, to reduce, to cope with. Nouns for Exam Experiences: A challenge, an achievement, an effort, a struggle, a goal, a deadline, a reward, feedback, diffusion, Target Grammatical Structures in Use:- Passive Voice of Present and the Future Tenses for Narration and Daily Conversations: (The exam results are announced by the teacher every Monday. The prize will be given to the winner at the award day) Background Grammatical Structures in Use: -Revision of the Present and the Future Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be going to Future Tense) (The student council organizes a charity event every year. Students are revising for the exam because the deadline is tomorrow. We have	**ENG.8.1.W1** Students can prepare for writing efficiently and accurately based on the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W3** Students can construct new written content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” based on their understanding of the model(s) provided. **ENG.8.1.W4** Students can practise producing written content based on the current theme “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W5** Students can engage in the process of writing related to the content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W6** Students can reconstruct their writing about the current theme on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” to communicate effectively about it. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.S2** Students can analyse and understand the model content related to “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” to support the production of spoken language. **ENG.8.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.S4** Students can construct meaningful spoken content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” through efficient and meaningful practice.ENG.8.1.S5. Students can reconstruct the information about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” when communicating with others.ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.	

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				already planned the graduation ceremony for next month. I have been studying the timetable to balance my study plan effectively. The award day will take place next Friday on the stage. We are going to celebrate the farewell party in the school garden). Functions of Target Language Grammar in Use:-Use of Revision of the Present and the Future Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be going to Future Tense: Describing actions about daily routines, ongoing activities, past experiences with current relevance, and future events or plans for revision. *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		

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				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.		
5	12–16 Ekim	5	Theme 1: School Lıfe & Educatıon	Sub-themes: "School traditions and events; exams and challenge for success at school; national and religious days, festivals, celebrations". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for school traditions and events: Nouns: A graduation, a celebration, a cultural day, a field day, a farewell party, a student council, an award day, a charity event, project, a tradition, a flag, a stage, a prize, a performance. Adjectives: Creative, enjoyable, inspiring. Vocabulary for Participating in Events: Verbs: To cheer, to	**ENG.8.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on "school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations". **ENG.8.1.L2** Students can bring together the information in the current content on "school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations". **ENG.8.1.L3** Students can make sense of and derive meaning from the current content on "school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations". **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.1.R1** Students can prepare for reading the content on "school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations" efficiently and effectively. **ENG.8.1.R2** Students can bring information together about the current content on "school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations" through skimming, scanning and detailed reading.	

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				prepare, to share, to celebrate. Nouns: A student leader, a project, a trophy, a banner, a medal. Vocabulary for exams and challenge for success at school: Nouns: An assignment, a quiz, a result, a mark (grade-AmE), an evaluation, a timetable, a schedule, a revision, a subject, a topic, a coursebook (textbook AmE), a study group, a debate. Adjectives for Describing Pressure: Stressful, challenging, demanding, tiring, overwhelming, rewarding, motivating, world-class, outstanding, flag raising. Verbs for Exam Activities: To review, to revise, to focus, to memorize, to pass, to fail, to overcome, to evaluate, to deserve, to reduce, to cope with. Nouns for Exam Experiences: A challenge, an achievement, an effort, a struggle, a goal, a deadline, a reward, feedback, diffusion, Target Grammatical Structures in Use:- Passive Voice of Present and the Future Tenses for Narration and Daily Conversations: (The exam results are announced by the teacher every Monday. The prize will be given to the winner at the award day) Background Grammatical Structures in Use: -Revision of the Present and the Future	**ENG.8.1.R3** Students can make sense of and derive meaning from the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.1.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 school traditions and events; exams and challenge for success 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.8.1.W1** Students can prepare for writing efficiently and accurately based on the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W3** Students can construct new written content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” based on their understanding of the model(s) provided. **ENG.8.1.W4** Students can practise producing written content based on the current theme “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W5** Students can engage in the process of writing related to the content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W6** Students can reconstruct their writing about the current theme on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” to communicate effectively about it. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.S2** Students can analyse and understand the model content related to “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” to support the production of spoken language. **ENG.8.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.S4** Students can construct meaningful spoken content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” through efficient and meaningful practice.ENG.8.1.S5. Students can reconstruct the information about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” when communicating with others.ENG.8.1.S6. Students can reflect on their experiences, thoughts, ideas, and feelings	

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				Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be going to Future Tense) (The student council organizes a charity event every year. Students are revising for the exam because the deadline is tomorrow. We have already planned the graduation ceremony for next month. I have been studying the timetable to balance my study plan effectively. The award day will take place next Friday on the stage. We are going to celebrate the farewell party in the school garden). Functions of Target Language Grammar in Use:-Use of Revision of the Present and the Future Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be going to Future Tense: Describing actions about daily routines, ongoing activities, past experiences with current relevance, and future events or plans for revision. *National and Religious Days, Festivals and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of	related to the speaking process about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.	

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				Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.		
6	19–23 Ekim	5	Theme 1: School Lıfe & Educatıon	Sub-themes: "School traditions and events; exams and challenge for success at school; national and religious days, festivals, celebrations". Target Vocabulary in Use (with revisional vocabulary):	**ENG.8.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on "school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations". **ENG.8.1.L2** Students can bring together the information in the current content on "school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations". **ENG.8.1.L3** Students can make sense of and derive meaning from the current content on "school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations".	

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				Vocabulary for school traditions and events: Nouns: A graduation, a celebration, a cultural day, a field day, a farewell party, a student council, an award day, a charity event, project, a tradition, a flag, a stage, a prize, a performance. Adjectives: Creative, enjoyable, inspiring. Vocabulary for Participating in Events: Verbs: To cheer, to prepare, to share, to celebrate. Nouns: A student leader, a project, a trophy, a banner, a medal. Vocabulary for exams and challenge for success at school: Nouns: An assignment, a quiz, a result, a mark (grade-AmE), an evaluation, a timetable, a schedule, a revision, a subject, a topic, a coursebook (textbook AmE), a study group, a debate. Adjectives for Describing Pressure: Stressful, challenging, demanding, tiring, overwhelming, rewarding, motivating, world-class, outstanding, flag raising. Verbs for Exam Activities: To review, to revise, to focus, to memorize, to pass, to fail, to overcome, to evaluate, to deserve, to reduce, to cope with. Nouns for Exam Experiences: A challenge, an achievement, an effort, a struggle, a goal, a deadline, a reward, feedback, diffusion,	**ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.1.R1** Students can prepare for reading the content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” efficiently and effectively. **ENG.8.1.R2** Students can bring information together about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” through skimming, scanning and detailed reading. **ENG.8.1.R3** Students can make sense of and derive meaning from the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.1.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 school traditions and events; exams and challenge for success 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.8.1.W1** Students can prepare for writing efficiently and accurately based on the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W3** Students can construct new written content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” based on their understanding of the model(s) provided. **ENG.8.1.W4** Students can practise producing written content based on the current theme “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W5** Students can engage in the process of writing related to the content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W6** Students can reconstruct their writing about the current theme on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” to communicate effectively about it. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.	

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				Target Grammatical Structures in Use:- Passive Voice of Present and the Future Tenses for Narration and Daily Conversations: (The exam results are announced by the teacher every Monday. The prize will be given to the winner at the award day) Background Grammatical Structures in Use: -Revision of the Present and the Future Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be going to Future Tense) (The student council organizes a charity event every year. Students are revising for the exam because the deadline is tomorrow. We have already planned the graduation ceremony for next month. I have been studying the timetable to balance my study plan effectively. The award day will take place next Friday on the stage. We are going to celebrate the farewell party in the school garden). Functions of Target Language Grammar in Use:-Use of Revision of the Present and the Future Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be	**ENG.8.1.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.S2** Students can analyse and understand the model content related to “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” to support the production of spoken language. **ENG.8.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.S4** Students can construct meaningful spoken content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” through efficient and meaningful practice.ENG.8.1.S5. Students can reconstruct the information about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” when communicating with others.ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.	

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				going to Future Tense: Describing actions about daily routines, ongoing activities, past experiences with current relevance, and future events or plans for revision. *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		

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				table for this section is provided in the introduction to the whole English Language Curriculum.		
7	26–30 Ekim	5	Theme 1: School Lıfe & Educatıon	Sub-themes: “School traditions and events; exams and challenge for success at school; national and religious days, festivals, celebrations”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for school traditions and events: Nouns: A graduation, a celebration, a cultural day, a field day, a farewell party, a student council, an award day, a charity event, project, a tradition, a flag, a stage, a prize, a performance. Adjectives: Creative, enjoyable, inspiring. Vocabulary for Participating in Events: Verbs: To cheer, to prepare, to share, to celebrate. Nouns: A student leader, a project, a trophy, a banner, a medal. Vocabulary for exams and challenge for success at school: Nouns: An assignment, a quiz, a result, a mark (grade-AmE), an evaluation, a timetable, a schedule, a revision, a subject, a topic, a coursebook (textbook AmE), a study group, a debate. Adjectives for Describing Pressure: Stressful, challenging, demanding, tiring, overwhelming, rewarding, motivating, world-class,	**ENG.8.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.L2** Students can bring together the information in the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.L3** Students can make sense of and derive meaning from the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.1.R1** Students can prepare for reading the content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” efficiently and effectively. **ENG.8.1.R2** Students can bring information together about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” through skimming, scanning and detailed reading. **ENG.8.1.R3** Students can make sense of and derive meaning from the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.1.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 school traditions and events; exams and challenge for success 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.8.1.W1** Students can prepare for writing efficiently and accurately based on the current content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W3** Students can construct new written content on “school life and education with school traditions	29 October, Republic Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				outstanding, flag raising. Verbs for Exam Activities: To review, to revise, to focus, to memorize, to pass, to fail, to overcome, to evaluate, to deserve, to reduce, to cope with. Nouns for Exam Experiences: A challenge, an achievement, an effort, a struggle, a goal, a deadline, a reward, feedback, diffusion, Target Grammatical Structures in Use:- Passive Voice of Present and the Future Tenses for Narration and Daily Conversations: (The exam results are announced by the teacher every Monday. The prize will be given to the winner at the award day) Background Grammatical Structures in Use: -Revision of the Present and the Future Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be going to Future Tense) (The student council organizes a charity event every year. Students are revising for the exam because the deadline is tomorrow. We have already planned the graduation ceremony for next month. I have been studying the timetable to balance my study plan effectively. The award day will take place next Friday	and events; exams and challenge for success at school; national days and celebrations” based on their understanding of the model(s) provided. **ENG.8.1.W4** Students can practise producing written content based on the current theme “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W5** Students can engage in the process of writing related to the content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.W6** Students can reconstruct their writing about the current theme on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” to communicate effectively about it. **ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.S2** Students can analyse and understand the model content related to “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” to support the production of spoken language. **ENG.8.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations”. **ENG.8.1.S4** Students can construct meaningful spoken content about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” through efficient and meaningful practice.ENG.8.1.S5. Students can reconstruct the information about “school life and education with school traditions and events; exams and challenge for success at school; national days and celebrations” when communicating with others.ENG.8.1.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 school traditions and events; exams and challenge for success at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.	

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				on the stage. We are going to celebrate the farewell party in the school garden). Functions of Target Language Grammar in Use:-Use of Revision of the Present and the Future Tenses: (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense, the Present Perfect Progressive Tense, the Simple Future Tense, Be going to Future Tense: Describing actions about daily routines, ongoing activities, past experiences with current relevance, and future events or plans for revision. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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.		
8	2–6 Kasım	5	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: "Challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for classroom challenges and improving the environment: Nouns: Disruption, engagement, focus, miscommunication, attention span, distraction, motivation, participation, conflict. Verbs: To resolve, to manage, to prevent, to hinder, to encourage, to limit, to distract, to foster, to collaborate. Adjectives: Productive, disruptive, collaborative, stimulating, challenging, supportive, conducive, focused, inconsistent. Vocabulary for online learning: Nouns: Virtual, digital platform, e-	**ENG.8.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning". **ENG.8.2.L2** Students can bring together the information in the current content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning".ENG.8.2.L3. Students can make sense of and derive meaning from the current content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning".ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" in relation to themselves or others, both individually and/or with others.ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.2.R1** Students can prepare for reading the content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" efficiently and effectively.ENG.8.2.R2. Students can bring information together about the current content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" through skimming, scanning and detailed reading.ENG.8.2.R3. Students can make sense of and derive meaning from the current content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning".ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" in relation to themselves or others, both individually and/or with others.ENG.8.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will take on the role of a teacher or student for common classroom challenges and for comparing traditional and online learning. They will describe some past experiences such as "I was able to sort out the issue" or "We have been able to engage students more effectively". Students will discuss the pros and cons of each learning environment, for example, "Online learning might feel isolating" or "Traditional learning can be more interactive". They will incorporate modals for deduction, saying things such as "The problem was solved by changing the seating" or "It must have been hard to focus online". Finally, students will create a poster comparing both methods and present their findings, demonstrating their ability to use the grammar structures in a real-world context. 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
				learning, remote, webinar, access, connectivity, screen time, technical issues. Verbs: To attend (online), to participate, to interact, to attend a webinar, to stream, to navigate. Adjectives: Interactive, flexible, convenient, isolating, impersonal, accessible, time-saving, streamlined. Vocabulary for traditional learning: Nouns: In-person, classroom setting, face-to-face interaction, peer feedback, lecture, discussion, hands-on. Verbs: To attend (in person), to engage, to participate, to present, to brainstorm. Adjectives: Engaging, social, supportive, dynamic, structured, challenging, time-consuming, stimulating, inconsistent. Vocabulary for comparison and analysis: Nouns: Pros and cons, advantages and disadvantages, benefits, drawbacks, effectiveness, efficiency, convenience, adaptability. Adverbs: Effectively, practically, responsively, actively, consistently, substantially, ideally, remarkably, potentially, efficiently. Target Grammatical Structures in Use: Passive Voice of Modals: -Can for Probability: (You can be seen by the doctor if you are ill).-Could for Probability: (The lake could be seen from this	on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.2.W1. Students can prepare for writing efficiently and accurately based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.W3. Students can construct new written content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” based on their understanding of the model(s) provided.ENG.8.2.W4. Students can practise producing written content based on the current theme “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.W5. Students can engage in the process of writing related to the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.W6. Students can reconstruct their writing about the current theme on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to communicate effectively about it.ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others.ENG.8.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.S2. Students can analyse and understand the model content related to “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to support the production of spoken language.ENG.8.2.S3. 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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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				point).-May, Might for Probability: (Rain might be expected later today). - “Could” for Deduction or Speculation: (The town could be located far from here). - “Need” for Necessity: (You need to see a doctor soon). - “Needn’t” for Obligation: (Staff meetings needn’t organised by him). - “Must” vs Have to: (She must be called for giving the news).- “Should” for Giving Advice: (This medicine shouldn’t be given to the old patient).- “Must/Can’t” for Deduction: (He can’t be employed as a chef). - The Simple Past Tense and the Present Perfect Tense - “Be able to” for Ability: (I was able to drive. I have been able to drive).-Verbs Followed by Bare Infinitives such as “I’d rather, Had better”, etc.: (I’d rather study at home than go to the library).-Verbs Followed by “To + Gerund” such as help, look forward, etc.: (I can’t help feeling excited about the new project).-Verbs Followed by “Infinitives” such as think about, make me, hope, advise, manage, mind, etc.: (She advised me to take a break after the exam). Background Grammatical Structures in Use:-Passive Voice of Modals: - “Can” for Probability: (I can come and see you if you like).- “Could” for Probability: (We could see the lake from this spot).- “May, Might” for Probability: (It might rain). - “Could” for		

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				Deduction or Speculation: (The lake could be far from here.). - “Need” for Necessity: (You need to see a doctor soon). - “Needn’t for Obligation: (You needn’t go to the staff meetings). - “Must vs Have to”: (I must phone her. I have some good news).- “Should” for Giving Advice: (You shouldn’t be here now).- “Must/Can’t” for Deduction: (She must be a chef. She can’t be a policeman). Functions of Target Language Grammar in Use: Use of Passive Voice with Modals: Expressing possibilities, obligations, permissions, or necessities in situations where the focus is on the action or its receiver rather than the doer. Use of the Simple Past Tense and the Present Perfect Tense - “Be able to” for Ability: Expressing past or present ability to do something, often emphasising the achievement of specific tasks or situations. Use of “Bare Infinitives” with Verbs like “I’d rather” and “Had better”: Expressing preferences, advice, or recommendations with a sense of urgency or immediacy. Use of “To + Gerund” with Verbs like “help” and “look forward to”: Expressing actions or intentions with a focus on anticipation, assistance, or ongoing activities. Use of “Infinitives” with Verbs like “think about”,		

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				“make me”, “hope”, “advise”, “manage”, and “mind”: Expressing thoughts, intentions, emotions, and actions directed toward a specific purpose or outcome. *National and Religious Days, Festivals and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, 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’		

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				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: Think outside the box and find something different! The project was finished behind closed doors! I drew a blank when the teacher asked me a question! We hit a brick wall while writing our story! Target Phonological Sounds in Use: a, b, c, d Vowel: a: (/ae/, /aeɪ/, /ə/, /a:/, /e□ /, ɑ̸:/, /a/, /□ □ /e̸ə̸/) Consonants: b, c, d b: (/b/), silent /b/); c: (/si/, /k/, /t□ /, z̸/, 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.		
9	9–13 Kasım					10 November, Atatürk Memorial Day
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	5	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: “Challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for classroom challenges and improving the environment: Nouns:	**ENG.8.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.L2** Students can bring together the information in the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.L3** Students can make sense of and derive meaning from the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will take on the role of a teacher or student for common classroom challenges and for comparing traditional and online learning. They will describe some past experiences such as “I was able to sort out the issue” or “We have been able to engage students more effectively”. Students will

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				Disruption, engagement, focus, miscommunication, attention span, distraction, motivation, participation, conflict. Verbs: To resolve, to manage, to prevent, to hinder, to encourage, to limit, to distract, to foster, to collaborate. Adjectives: Productive, disruptive, collaborative, stimulating, challenging, supportive, conducive, focused, inconsistent. Vocabulary for online learning: Nouns: Virtual, digital platform, e-learning, remote, webinar, access, connectivity, screen time, technical issues. Verbs: To attend (online), to participate, to interact, to attend a webinar, to stream, to navigate. Adjectives: Interactive, flexible, convenient, isolating, impersonal, accessible, time-saving, streamlined. Vocabulary for traditional learning: Nouns: In-person, classroom setting, face-to-face interaction, peer feedback, lecture, discussion, hands-on. Verbs: To attend (in person), to engage, to participate, to present, to brainstorm. Adjectives: Engaging, social, supportive, dynamic, structured, challenging, time-consuming, stimulating, inconsistent. Vocabulary for comparison and analysis: Nouns: Pros and cons, advantages and disadvantages,	and/or with others. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.2.R1** Students can prepare for reading the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” efficiently and effectively. **ENG.8.2.R2** Students can bring information together about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” through skimming, scanning and detailed reading. **ENG.8.2.R3** Students can make sense of and derive meaning from the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others. **ENG.8.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.8.2.W1** Students can prepare for writing efficiently and accurately based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.W3** Students can construct new written content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” based on their understanding of the model(s) provided. **ENG.8.2.W4** Students can practise producing written content based on the current theme “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.W5** Students can engage in the process of writing related to the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.W6** Students can reconstruct their writing about the current theme on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to communicate effectively about it. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and	discuss the pros and cons of each learning environment, for example, “Online learning might feel isolating” or “Traditional learning can be more interactive”. They will incorporate modals for deduction, saying things such as “The problem was solved by changing the seating” or “It must have been hard to focus online”. Finally, students will create a poster comparing both methods and present their findings, demonstrating their ability to use the grammar structures in a real-world context. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 20 November, Children’s Rights Day 24 November, Teachers' Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				benefits, drawbacks, effectiveness, efficiency, convenience, adaptability. Adverbs: Effectively, practically, responsively, actively, consistently, substantially, ideally, remarkably, potentially, efficiently. Target Grammatical Structures in Use: Passive Voice of Modals: -Can for Probability: (You can be seen by the doctor if you are ill).-Could for Probability: (The lake could be seen from this point).-May, Might for Probability: (Rain might be expected later today). - “Could” for Deduction or Speculation: (The town could be located far from here). - “Need” for Necessity: (You need to see a doctor soon). - “Needn’t” for Obligation: (Staff meetings needn’t organised by him). - “Must” vs Have to: (She must be called for giving the news).- “Should” for Giving Advice: (This medicine shouldn’t be given to the old patient).- “Must/Can’t” for Deduction: (He can’t be employed as a chef). - The Simple Past Tense and the Present Perfect Tense - “Be able to” for Ability: (I was able to drive. I have been able to drive).-Verbs Followed by Bare Infinitives such as “I’d rather, Had better”, etc.: (I’d rather study at home than go to the library).-Verbs Followed by “To + Gerund” such as help, look forward, etc.: (I can’t help feeling excited	traditional learning” in relation to themselves or others, both individually and/or with others. **ENG.8.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.S4. Students can construct meaningful spoken content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” through efficient and meaningful practice.ENG.8.2.S5. Students can reconstruct the information about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” when communicating with others.ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others. **ENG.8.2.S2** Students can analyse and understand the model content related to “classroom life and learning with challenges in the classroom and improving **ENG.8.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.classroom environment; pros and cons of online learning and traditional learning” to support the production of spoken language.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				about the new project).-Verbs Followed by “Infinitives” such as think about, make me, hope, advise, manage, mind, etc.: (She advised me to take a break after the exam).Background Grammatical Structures in Use:-Passive Voice of Modals: - “Can” for Probability: (I can come and see you if you like).- “Could” for Probability: (We could see the lake from this spot).- “May, Might” for Probability: (It might rain). - “Could” for Deduction or Speculation: (The lake could be far from here.). - “Need” for Necessity: (You need to see a doctor soon). - “Needn’t for Obligation: (You needn’t go to the staff meetings). - “Must vs Have to”: (I must phone her. I have some good news).- “Should” for Giving Advice: (You shouldn’t be here now).- “Must/Can’t” for Deduction: (She must be a chef. She can’t be a policeman). Functions of Target Language Grammar in Use: Use of Passive Voice with Modals: Expressing possibilities, obligations, permissions, or necessities in situations where the focus is on the action or its receiver rather than the doer. Use of the Simple Past Tense and the Present Perfect Tense - “Be able to” for Ability: Expressing past or present ability to do something, often emphasising the achievement of specific		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				tasks or situations. Use of “Bare Infinitives” with Verbs like “I’d rather” and “Had better”: Expressing preferences, advice, or recommendations with a sense of urgency or immediacy. Use of “To + Gerund” with Verbs like “help” and “look forward to”: Expressing actions or intentions with a focus on anticipation, assistance, or ongoing activities. Use of “Infinitives” with Verbs like “think about”, “make me”, “hope”, “advise”, “manage”, and “mind”: Expressing thoughts, intentions, emotions, and actions directed toward a specific purpose or outcome. *National and Religious Days, Festivals and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Think outside the box and find something different! The project was finished behind closed doors! I drew a blank when the teacher asked me a question! We hit a brick wall while writing our story! Target Phonological Sounds in Use: a, b, c, d Vowel: a: (/ae/, /aeɪ/, /ə/, /a:/, /e□ /, ɑ̸:/, /a/, /□ □ /e̞ə̸/) Consonants: b, c, d b: (/b/), silent /b/); c: (/si/, /k/, /t□ /, ʑ/, 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.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
11	30 Kasım – 4 Aralık	5	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: “Challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for classroom challenges and improving the environment: Nouns: Disruption, engagement, focus, miscommunication, attention span, distraction, motivation, participation, conflict. Verbs: To resolve, to manage, to prevent, to hinder, to encourage, to limit, to distract, to foster, to collaborate. Adjectives: Productive, disruptive, collaborative, stimulating, challenging, supportive, conducive, focused, inconsistent. Vocabulary for online learning: Nouns: Virtual, digital platform, e-learning, remote, webinar, access, connectivity, screen time, technical issues. Verbs: To attend (online), to participate, to interact, to attend a webinar, to stream, to navigate. Adjectives: Interactive, flexible, convenient, isolating, impersonal, accessible, time-saving, streamlined. Vocabulary for traditional learning: Nouns: In-person, classroom setting, face-to-face interaction, peer feedback, lecture, discussion, hands-on. Verbs: To attend (in person), to engage, to	**ENG.8.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.L2** Students can bring together the information in the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.L3** Students can make sense of and derive meaning from the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.2.R1** Students can prepare for reading the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” efficiently and effectively. **ENG.8.2.R2** Students can bring information together about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” through skimming, scanning and detailed reading. **ENG.8.2.R3** Students can make sense of and derive meaning from the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others. **ENG.8.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.8.2.W1** Students can prepare for writing efficiently and accurately based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.W3** Students can construct new written content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will take on the role of a teacher or student for common classroom challenges and for comparing traditional and online learning. They will describe some past experiences such as “I was able to sort out the issue” or “We have been able to engage students more effectively”. Students will discuss the pros and cons of each learning environment, for example, “Online learning might feel isolating” or “Traditional learning can be more interactive”. They will incorporate modals for deduction, saying things such as “The problem was solved by changing the seating” or “It must have been hard to focus online”. Finally, students will create a poster comparing both methods and present their findings, demonstrating their ability to use the grammar structures in a real-world context. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 3 December, International Day of Persons with Disabilities

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				participate, to present, to brainstorm. Adjectives: Engaging, social, supportive, dynamic, structured, challenging, time-consuming, stimulating, inconsistent. Vocabulary for comparison and analysis: Nouns: Pros and cons, advantages and disadvantages, benefits, drawbacks, effectiveness, efficiency, convenience, adaptability. Adverbs: Effectively, practically, responsively, actively, consistently, substantially, ideally, remarkably, potentially, efficiently. Target Grammatical Structures in Use: Passive Voice of Modals: -Can for Probability: (You can be seen by the doctor if you are ill).-Could for Probability: (The lake could be seen from this point).-May, Might for Probability: (Rain might be expected later today). - “Could” for Deduction or Speculation: (The town could be located far from here). - “Need” for Necessity: (You need to see a doctor soon). - “Needn’t” for Obligation: (Staff meetings needn’t organised by him). - “Must” vs Have to: (She must be called for giving the news).- “Should” for Giving Advice: (This medicine shouldn’t be given to the old patient).- “Must/Can’t” for Deduction: (He can’t be employed as a chef). - The Simple Past Tense	traditional learning” based on their understanding of the model(s) provided. **ENG.8.2.W4** Students can practise producing written content based on the current theme “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.W5** Students can engage in the process of writing related to the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.W6** Students can reconstruct their writing about the current theme on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to communicate effectively about it. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others. **ENG.8.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.S4. Students can construct meaningful spoken content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” through efficient and meaningful practice.ENG.8.2.S5. Students can reconstruct the information about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” when communicating with others.ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others. **ENG.8.2.S2** Students can analyse and understand the model content related to “classroom life and learning with challenges in the classroom and improving **ENG.8.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.classroom environment; pros and cons of online learning and traditional learning” to support the production of spoken language.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				and the Present Perfect Tense - “Be able to” for Ability: (I was able to drive. I have been able to drive).-Verbs Followed by Bare Infinitives such as “I’d rather, Had better”, etc.: (I’d rather study at home than go to the library).-Verbs Followed by “To + Gerund” such as help, look forward, etc.: (I can’t help feeling excited about the new project).-Verbs Followed by “Infinitives” such as think about, make me, hope, advise, manage, mind, etc.: (She advised me to take a break after the exam).Background Grammatical Structures in Use:-Passive Voice of Modals: - “Can” for Probability: (I can come and see you if you like).- “Could” for Probability: (We could see the lake from this spot).- “May, Might” for Probability: (It might rain). - “Could” for Deduction or Speculation: (The lake could be far from here.). - “Need” for Necessity: (You need to see a doctor soon). - “Needn’t for Obligation: (You needn’t go to the staff meetings). - “Must vs Have to”: (I must phone her. I have some good news).- “Should” for Giving Advice: (You shouldn’t be here now).- “Must/Can’t” for Deduction: (She must be a chef. She can’t be a policeman). Functions of Target Language Grammar in Use: Use of Passive Voice with Modals: Expressing		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				possibilities, obligations, permissions, or necessities in situations where the focus is on the action or its receiver rather than the doer. Use of the Simple Past Tense and the Present Perfect Tense - “Be able to” for Ability: Expressing past or present ability to do something, often emphasising the achievement of specific tasks or situations. Use of “Bare Infinitives” with Verbs like “I’d rather” and “Had better”: Expressing preferences, advice, or recommendations with a sense of urgency or immediacy. Use of “To + Gerund” with Verbs like “help” and “look forward to”: Expressing actions or intentions with a focus on anticipation, assistance, or ongoing activities. Use of “Infinitives” with Verbs like “think about”, “make me”, “hope”, “advise”, “manage”, and “mind”: Expressing thoughts, intentions, emotions, and actions directed toward a specific purpose or outcome. *National and Religious Days, Festivals and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sacrifice (Eid-al Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Think outside the box and find something different! The project was finished behind closed doors! I drew a blank when the teacher asked me a question! We hit a brick wall while writing our story! Target Phonological Sounds in Use: a, b, c, d Vowel: a: (/ae/, /aeı/, /		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				ə/, /a:/, /e□ /, /a:/, /a/, /□ □ /e/ə/) Consonants: b, c, d 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.		
12	7–11 Aralık	5	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: "Challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for classroom challenges and improving the environment: Nouns: Disruption, engagement, focus, miscommunication, attention span, distraction, motivation, participation, conflict. Verbs: To resolve, to manage, to prevent, to hinder, to encourage, to limit, to distract, to foster, to collaborate. Adjectives: Productive, disruptive, collaborative, stimulating, challenging, supportive, conducive, focused, inconsistent. Vocabulary for online learning: Nouns: Virtual, digital platform, e-learning, remote, webinar, access, connectivity, screen time, technical issues. Verbs: To attend (online), to participate, to interact, to attend a	**ENG.8.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning". **ENG.8.2.L2** Students can bring together the information in the current content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning". **ENG.8.2.L3** Students can make sense of and derive meaning from the current content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning". **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" in relation to themselves or others, both individually and/or with others. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.2.R1** Students can prepare for reading the content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" efficiently and effectively. **ENG.8.2.R2** Students can bring information together about the current content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" through skimming, scanning and detailed reading. **ENG.8.2.R3** Students can make sense of and derive meaning from the current content on "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning". **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" in relation to themselves or others, both individually and/or with others. **ENG.8.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning" after recognising them in context and developing their conscious and inductive vocabulary learning skills.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will take on the role of a teacher or student for common classroom challenges and for comparing traditional and online learning. They will describe some past experiences such as "I was able to sort out the issue" or "We have been able to engage students more effectively". Students will discuss the pros and cons of each learning environment, for example, "Online learning might feel isolating" or "Traditional learning can be more interactive". They will incorporate modals for deduction, saying things such as "The problem was solved by changing the seating" or "It must have been hard to focus online". Finally, students will create a poster comparing both methods and present their findings, demonstrating their ability to use the grammar structures in a real-world context. 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
				webinar, to stream, to navigate. Adjectives: Interactive, flexible, convenient, isolating, impersonal, accessible, time-saving, streamlined. Vocabulary for traditional learning: Nouns: In-person, classroom setting, face-to-face interaction, peer feedback, lecture, discussion, hands-on. Verbs: To attend (in person), to engage, to participate, to present, to brainstorm. Adjectives: Engaging, social, supportive, dynamic, structured, challenging, time-consuming, stimulating, inconsistent. Vocabulary for comparison and analysis: Nouns: Pros and cons, advantages and disadvantages, benefits, drawbacks, effectiveness, efficiency, convenience, adaptability. Adverbs: Effectively, practically, responsively, actively, consistently, substantially, ideally, remarkably, potentially, efficiently. Target Grammatical Structures in Use: Passive Voice of Modals: -Can for Probability: (You can be seen by the doctor if you are ill).-Could for Probability: (The lake could be seen from this point).-May, Might for Probability: (Rain might be expected later today). - “Could” for Deduction or Speculation: (The town could be located far from here). - “Need”	**ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.8.2.W1** Students can prepare for writing efficiently and accurately based on the current content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.W3** Students can construct new written content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” based on their understanding of the model(s) provided. **ENG.8.2.W4** Students can practise producing written content based on the current theme “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.W5** Students can engage in the process of writing related to the content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”. **ENG.8.2.W6** Students can reconstruct their writing about the current theme on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” to communicate effectively about it. **ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others. **ENG.8.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.ENG.8.2.S4. Students can construct meaningful spoken content about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” through efficient and meaningful practice.ENG.8.2.S5. Students can reconstruct the information about “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” when communicating with others.ENG.8.2.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 challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning” in relation to themselves or others, both individually and/or with others. **ENG.8.2.S2** Students can analyse and understand the model content related to “classroom life and learning with challenges in the classroom and improving **ENG.8.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on “classroom life and learning with challenges in the classroom and improving classroom environment; pros and cons of online learning and traditional learning”.classroom environment; pros and cons of online learning and traditional learning” to support the production of spoken language.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				for Necessity: (You need to see a doctor soon). - “Needn’t” for Obligation: (Staff meetings needn’t organised by him). - “Must” vs Have to: (She must be called for giving the news).- “Should” for Giving Advice: (This medicine shouldn’t be given to the old patient).- “Must/Can’t” for Deduction: (He can’t be employed as a chef). - The Simple Past Tense and the Present Perfect Tense - “Be able to” for Ability: (I was able to drive. I have been able to drive).-Verbs Followed by Bare Infinitives such as “I’d rather, Had better”, etc.: (I’d rather study at home than go to the library).-Verbs Followed by “To + Gerund” such as help, look forward, etc.: (I can’t help feeling excited about the new project).-Verbs Followed by “Infinitives” such as think about, make me, hope, advise, manage, mind, etc.: (She advised me to take a break after the exam).Background Grammatical Structures in Use:-Passive Voice of Modals: - “Can” for Probability: (I can come and see you if you like).- “Could” for Probability: (We could see the lake from this spot).- “May, Might” for Probability: (It might rain). - “Could” for Deduction or Speculation: (The lake could be far from here.). - “Need” for Necessity: (You need to see a doctor soon). - “Needn’t for Obligation: (You needn’t go to the staff		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				meetings). - “Must vs Have to”: (I must phone her. I have some good news).- “Should” for Giving Advice: (You shouldn’t be here now).- “Must/Can’t” for Deduction: (She must be a chef. She can’t be a policeman). Functions of Target Language Grammar in Use: Use of Passive Voice with Modals: Expressing possibilities, obligations, permissions, or necessities in situations where the focus is on the action or its receiver rather than the doer. Use of the Simple Past Tense and the Present Perfect Tense - “Be able to” for Ability: Expressing past or present ability to do something, often emphasising the achievement of specific tasks or situations. Use of “Bare Infinitives” with Verbs like “I’d rather” and “Had better”: Expressing preferences, advice, or recommendations with a sense of urgency or immediacy. Use of “To + Gerund” with Verbs like “help” and “look forward to”: Expressing actions or intentions with a focus on anticipation, assistance, or ongoing activities. Use of “Infinitives” with Verbs like “think about”, “make me”, “hope”, “advise”, “manage”, and “mind”: Expressing thoughts, intentions, emotions, and actions directed toward a specific purpose or outcome.		

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

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in Use: Think outside the box and find something different! The project was finished behind closed doors! I drew a blank when the teacher asked me a question! We hit a brick wall while writing our story! Target Phonological Sounds in Use: a, b, c, d Vowel: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɜ:/, /a/, / /ɐɘ/) Consonants: b, c, d b: (/b/), silent /b/); c: (/si/, /k/, /t /, /ɀ/, 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.		
13	14–18 Aralık	5	Theme 3: Personal Lıfe & Well-Beıng	.Sub-themes: “Self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for self-care and mindfulness for well-being: Nouns: Relaxation, mindfulness, self-awareness, stress management, well-being, balance, focus, self-compassion, mental health, inner peace, breathing exercises, positive thinking, emotional resilience, self-care routine. Verbs: To relax, to breathe deeply, to reflect, to unwind, to focus, to manage stress, to practice mindfulness,	**ENG.8.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.L2** Students can bring together the information in the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.L3** Students can make sense of and derive meaning from the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others. **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.3.R1** Students can prepare for reading the content on “personal life and well-being with self care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” efficiently and effectively. **ENG.8.3.R2** Students can bring information together about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” through skimming, scanning, and detailed reading.	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will form a journal to reflect on self-care, mindfulness, and sustainable fashion. (In their entries, they will use past tenses and the passive voice to describe their experiences). For example, they might write, “I started practising mindfulness last year” or “The concept of mindfulness was introduced to me by a friend”. They will also narrate their efforts in sustainable fashion, such as “I had redesigned my old clothes before donating them” or “These eco-friendly materials were chosen for my outfits”. The journal will include visuals like drawings or collages to display their journey. Students will share their journals, explaining their reflections using the target grammar structures. The assignment will be evaluated by using

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				to release tension, to heal, to recharge. Adjectives: Calm, centred, relaxed, peaceful, mindful, resilient, self-aware, balanced, focused, compassionate, refreshed. Adverbs: Calmly, peacefully, mindfully, positively, emotionally. Vocabulary for creating a personal wardrobe and sustainable fashion: Nouns: Fashion, sustainability, ethical fashion, upcycling, capsule wardrobe, versatile pieces, eco-friendly, conscious consumerism, slow fashion, fabrics, tailoring, style, trends, fashion choices. Verbs: To create, to design, to upcycle, to recycle, to customise, to purchase sustainably, to invest in, to choose consciously, to reduce waste, to shop ethically, to mix and match, to style, to declutter. Adjectives: Sustainable, eco-friendly, versatile, timeless, fashionable, ethical, second-hand, minimalist, classic, stylish, conscious, durable, customisable. Adverbs: Consciously, sustainably, ethically, thoughtfully. Target Grammatical Structures in Use:- Passive Voice of Past Tenses for Narration and Daily Conversations: (The concept of mindfulness was introduced to me by a friend). -Revision of the Past Tenses (The Simple Past Tense, the Past	**ENG.8.3.R3** Students can make sense of and derive meaning from the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.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 self care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others. **ENG.8.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.3.W1. Students can prepare for writing efficiently and accurately based on the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W3. Students can construct new written content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” based on their understanding of the model(s) provided.ENG.8.3.W4. Students can practise producing written content based on the current theme “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W5. Students can engage in the process of writing related to the content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W6. Students can reconstruct their writing about the current theme on “personal life and well being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to communicate effectively about it.ENG.8.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.ENG.8.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.S2. Students can analyse and understand the model content related to “personal life and well being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to support the production of spoken language.ENG.8.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.S4. Students can construct meaningful spoken content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” through efficient and meaningful practice.ENG.8.3.S5. Students can reconstruct the information about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” when communicating with others.ENG.8.3.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 self-care and	a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (I started practicing mindfulness last year. She had designed her own clothes before she joined a fashion course). Functions of Target Language Grammar in Use:-Use of Passive Voice of Past Tenses for Narration and Daily Conversations: Describing past events or situations with a focus on the action or outcome, often used to emphasise the recipient of the action in storytelling, explanations, or casual discussions.-Use of Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Revising mixed past events or action in different contexts. *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	mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				national and religious days, festivals, and celebrations 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 Expressions: Let's recharge our batteries. We're so tired! I will take a walk to clear my head! Out with the old, in with the new for eco-friendly outfits! Go the extra mile by using only recycled fabrics! Target Phonological Sounds in Use:- Intonation for positive statements, negative statements, questions, and question tags. *No pronunciation symbols will be included in any material written for the pupils, (only) the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				sounds will be practised through pronunciation activities in the theme.		
14	21–25 Aralık	5	Theme 3: Personal Lıfe & Well-Beıng	.Sub-themes: “Self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for self-care and mindfulness for well-being: Nouns: Relaxation, mindfulness, self-awareness, stress management, well-being, balance, focus, self-compassion, mental health, inner peace, breathing exercises, positive thinking, emotional resilience, self-care routine. Verbs: To relax, to breathe deeply, to reflect, to unwind, to focus, to manage stress, to practice mindfulness, to release tension, to heal, to recharge. Adjectives: Calm, centred, relaxed, peaceful, mindful, resilient, self-aware, balanced, focused, compassionate, refreshed. Adverbs: Calmly, peacefully, mindfully, positively, emotionally. Vocabulary for creating a personal wardrobe and sustainable fashion: Nouns: Fashion, sustainability, ethical fashion, upcycling, capsule wardrobe, versatile pieces, eco-friendly, conscious consumerism, slow fashion, fabrics, tailoring, style, trends, fashion choices.	**ENG.8.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.L2** Students can bring together the information in the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.L3** Students can make sense of and derive meaning from the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others. **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.3.R1** Students can prepare for reading the content on “personal life and well-being with self care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” efficiently and effectively. **ENG.8.3.R2** Students can bring information together about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” through skimming, scanning, and detailed reading. **ENG.8.3.R3** Students can make sense of and derive meaning from the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.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 self care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others. **ENG.8.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.3.W1. Students can prepare for writing efficiently and accurately based on the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W3. Students can construct new written content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” based on their understanding of the model(s) provided.ENG.8.3.W4. Students can practise producing written content	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will form a journal to reflect on self-care, mindfulness, and sustainable fashion. (In their entries, they will use past tenses and the passive voice to describe their experiences). For example, they might write, “I started practising mindfulness last year” or “The concept of mindfulness was introduced to me by a friend”. They will also narrate their efforts in sustainable fashion, such as “I had redesigned my old clothes before donating them” or “These eco-friendly materials were chosen for my outfits”. The journal will include visuals like drawings or collages to display their journey. Students will share their journals, explaining their reflections using the target grammar structures. 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
				Verbs: To create, to design, to upcycle, to recycle, to customise, to purchase sustainably, to invest in, to choose consciously, to reduce waste, to shop ethically, to mix and match, to style, to declutter. Adjectives: Sustainable, eco-friendly, versatile, timeless, fashionable, ethical, second-hand, minimalist, classic, stylish, conscious, durable, customisable. Adverbs: Consciously, sustainably, ethically, thoughtfully. Target Grammatical Structures in Use:- Passive Voice of Past Tenses for Narration and Daily Conversations: (The concept of mindfulness was introduced to me by a friend). -Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (I started practicing mindfulness last year. She had designed her own clothes before she joined a fashion course). Functions of Target Language Grammar in Use:-Use of Passive Voice of Past Tenses for Narration and Daily Conversations: Describing past events or situations with a focus on the action or outcome, often used to emphasise the recipient of the action in storytelling, explanations, or casual discussions.-Use of	based on the current theme “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W5. Students can engage in the process of writing related to the content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W6. Students can reconstruct their writing about the current theme on “personal life and well being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to communicate effectively about it.ENG.8.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.ENG.8.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.S2. Students can analyse and understand the model content related to “personal life and well being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to support the production of spoken language.ENG.8.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.S4. Students can construct meaningful spoken content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” through efficient and meaningful practice.ENG.8.3.S5. Students can reconstruct the information about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” when communicating with others.ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Revising mixed past events or action in different contexts. *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 Expressions: Let's recharge our batteries. We're so tired! I will take a walk to clear my head! Out with the old, in with the new for eco-friendly outfits! Go the extra mile by using only recycled fabrics! Target Phonological Sounds in Use:- Intonation for positive statements, negative statements, 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	5	Theme 3: Personal Lıfe & Well-Beıng	.Sub-themes: "Self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for self-care and mindfulness for well-being: Nouns: Relaxation, mindfulness, self-awareness, stress management, well-being, balance, focus, self-compassion, mental health, inner peace, breathing exercises, positive thinking, emotional	**ENG.8.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion". **ENG.8.3.L2** Students can bring together the information in the current content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion". **ENG.8.3.L3** Students can make sense of and derive meaning from the current content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion". **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" in relation to themselves or others, both individually and/or with others. **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.3.R1** Students can prepare for reading the content on "personal life and well-being with self	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will form a journal to reflect on self-care, mindfulness, and sustainable fashion. (In their entries, they will use past tenses and the passive voice to describe their experiences). For example, they might write, "I started practising mindfulness last year" or "The concept of mindfulness was introduced to me by a friend". They will also narrate their efforts in sustainable fashion, such as "I had redesigned my old clothes before donating them" or "These eco-friendly materials were chosen for my outfits". The journal will include visuals like

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				resilience, self-care routine. Verbs: To relax, to breathe deeply, to reflect, to unwind, to focus, to manage stress, to practice mindfulness, to release tension, to heal, to recharge. Adjectives: Calm, centred, relaxed, peaceful, mindful, resilient, self-aware, balanced, focused, compassionate, refreshed. Adverbs: Calmly, peacefully, mindfully, positively, emotionally. Vocabulary for creating a personal wardrobe and sustainable fashion: Nouns: Fashion, sustainability, ethical fashion, upcycling, capsule wardrobe, versatile pieces, eco-friendly, conscious consumerism, slow fashion, fabrics, tailoring, style, trends, fashion choices. Verbs: To create, to design, to upcycle, to recycle, to customise, to purchase sustainably, to invest in, to choose consciously, to reduce waste, to shop ethically, to mix and match, to style, to declutter. Adjectives: Sustainable, eco-friendly, versatile, timeless, fashionable, ethical, second-hand, minimalist, classic, stylish, conscious, durable, customisable. Adverbs: Consciously, sustainably, ethically, thoughtfully. Target Grammatical Structures in Use:- Passive Voice of Past Tenses for Narration and Daily Conversations: (The concept of	care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" efficiently and effectively. **ENG.8.3.R2** Students can bring information together about the current content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" through skimming, scanning, and detailed reading. **ENG.8.3.R3** Students can make sense of and derive meaning from the current content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion". **ENG.8.3.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 self care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" in relation to themselves or others, both individually and/or with others. **ENG.8.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.3.W1. Students can prepare for writing efficiently and accurately based on the current content about "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion".ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion".ENG.8.3.W3. Students can construct new written content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" based on their understanding of the model(s) provided.ENG.8.3.W4. Students can practise producing written content based on the current theme "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion".ENG.8.3.W5. Students can engage in the process of writing related to the content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion".ENG.8.3.W6. Students can reconstruct their writing about the current theme on "personal life and well being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" to communicate effectively about it.ENG.8.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" in relation to themselves or others, both individually and/or with others.ENG.8.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion".ENG.8.3.S2. Students can analyse and understand the model content related to "personal life and well being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" to support the production of spoken language.ENG.8.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion".ENG.8.3.S4. Students can construct meaningful spoken content about "personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion" through efficient and meaningful practice.ENG.8.3.S5. Students can reconstruct the information about	drawings or collages to display their journey. Students will share their journals, explaining their reflections using the target grammar structures. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 1 January, New Year

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				mindfulness was introduced to me by a friend). -Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (I started practicing mindfulness last year. She had designed her own clothes before she joined a fashion course). Functions of Target Language Grammar in Use:-Use of Passive Voice of Past Tenses for Narration and Daily Conversations: Describing past events or situations with a focus on the action or outcome, often used to emphasise the recipient of the action in storytelling, explanations, or casual discussions.-Use of Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Revising mixed past events or action in different contexts. *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	“personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” when communicating with others.ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sacrifice (Eid-al Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions: Let's recharge our batteries. We're so tired! I will take a walk to clear my head! Out with the old, in with the new for eco-friendly outfits! Go the extra mile by using only recycled fabrics! Target Phonological Sounds in Use:- Intonation for positive statements, negative		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				statements, 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	5	Theme 3: Personal Lıfe & Well-Beıng	.Sub-themes: “Self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for self-care and mindfulness for well-being: Nouns: Relaxation, mindfulness, self-awareness, stress management, well-being, balance, focus, self-compassion, mental health, inner peace, breathing exercises, positive thinking, emotional resilience, self-care routine. Verbs: To relax, to breathe deeply, to reflect, to unwind, to focus, to manage stress, to practice mindfulness, to release tension, to heal, to recharge. Adjectives: Calm, centred, relaxed, peaceful, mindful, resilient, self-aware, balanced, focused, compassionate, refreshed. Adverbs: Calmly, peacefully, mindfully, positively, emotionally. Vocabulary for creating a personal wardrobe and sustainable fashion: Nouns: Fashion, sustainability, ethical fashion, upcycling, capsule wardrobe,	**ENG.8.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.L2** Students can bring together the information in the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.L3** Students can make sense of and derive meaning from the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others. **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.3.R1** Students can prepare for reading the content on “personal life and well-being with self care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” efficiently and effectively. **ENG.8.3.R2** Students can bring information together about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” through skimming, scanning, and detailed reading. **ENG.8.3.R3** Students can make sense of and derive meaning from the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”. **ENG.8.3.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 self care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others. **ENG.8.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.3.W1. Students can prepare for writing efficiently and accurately based on the current content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W2. Students can analyse and understand a provided model to	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will form a journal to reflect on self-care, mindfulness, and sustainable fashion. (In their entries, they will use past tenses and the passive voice to describe their experiences). For example, they might write, “I started practising mindfulness last year” or “The concept of mindfulness was introduced to me by a friend”. They will also narrate their efforts in sustainable fashion, such as “I had redesigned my old clothes before donating them” or “These eco-friendly materials were chosen for my outfits”. The journal will include visuals like drawings or collages to display their journey. Students will share their journals, explaining their reflections using the target grammar structures. 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
				versatile pieces, eco-friendly, conscious consumerism, slow fashion, fabrics, tailoring, style, trends, fashion choices. Verbs: To create, to design, to upcycle, to recycle, to customise, to purchase sustainably, to invest in, to choose consciously, to reduce waste, to shop ethically, to mix and match, to style, to declutter. Adjectives: Sustainable, eco-friendly, versatile, timeless, fashionable, ethical, second-hand, minimalist, classic, stylish, conscious, durable, customisable. Adverbs: Consciously, sustainably, ethically, thoughtfully. Target Grammatical Structures in Use:- Passive Voice of Past Tenses for Narration and Daily Conversations: (The concept of mindfulness was introduced to me by a friend). -Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (I started practicing mindfulness last year. She had designed her own clothes before she joined a fashion course). Functions of Target Language Grammar in Use:-Use of Passive Voice of Past Tenses for Narration and Daily Conversations: Describing past events or situations with a focus on the	guide them in producing similar writing tasks related to the content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W3. Students can construct new written content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” based on their understanding of the model(s) provided.ENG.8.3.W4. Students can practise producing written content based on the current theme “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W5. Students can engage in the process of writing related to the content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.W6. Students can reconstruct their writing about the current theme on “personal life and well being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to communicate effectively about it.ENG.8.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.ENG.8.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.S2. Students can analyse and understand the model content related to “personal life and well being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” to support the production of spoken language.ENG.8.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion”.ENG.8.3.S4. Students can construct meaningful spoken content about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” through efficient and meaningful practice.ENG.8.3.S5. Students can reconstruct the information about “personal life and well-being with self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” when communicating with others.ENG.8.3.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 self-care and mindfulness for well-being; creating a personal wardrobe and sustainable fashion” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				action or outcome, often used to emphasise the recipient of the action in storytelling, explanations, or casual discussions.-Use of Revision of the Past Tenses (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Revising mixed past events or action in different contexts. *National and Religious Days, Festivals and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language Expressions: Let's recharge our batteries. We're so tired! I will take a walk to clear my head! Out with the old, in with the new for eco-friendly outfits! Go the extra mile by using only recycled fabrics! Target Phonological Sounds in Use:- Intonation for positive statements, negative statements, questions, and question tags. *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
17	11–15 Ocak	5	Theme 4: Famıly Lıfe & Home	Sub-themes: "Family reunions and celebrations; relationships between the family and the community". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family reunions and celebrations: Nouns: A bond, an extended family, a gathering, a	**ENG.8.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with family reunions and celebrations; relationships between the family and the community". **ENG.8.4.L2** Students can bring together the information in the current content on "family life and home with family reunions and celebrations; relationships between the family and the community".ENG.8.4.L3. Students can make sense of and derive meaning from the current content on "family life and home with family reunions and celebrations; relationships between the family and the community".ENG.8.4.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 reunions and celebrations; relationships between the family and the community" in relation to themselves or others, both individually and/or with others.ENG.8.4.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 reunions and	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a questionnaire about the theme of family life and home, focussing on the sub-themes family reunions and celebrations and relationships between the family and the community. They will prepare questions about the types of family celebrations and the relationships between the family members. Then they will choose at least ten different students from the classroom and

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				homecoming, family ties, a reunion. Verbs: To bond, to gather, to reunite Adjectives: Close-knit, lively, reassuring, memorable. Adverbs: Elegantly, joyfully, supportively, unexpectedly, warmly. Vocabulary for relationships between the family and the community: Verbs: To care, to unite, to encourage, to participate, to provide, to raise, to volunteer. Nouns: An event, a generation, a legacy, network, siblings. Adjectives: Collaborative, diverse, generous, harmonious, inclusive, supportive. Adverbs: Frequently, respectfully, supportively. Target Grammatical Structures in Use:- Reported Speech: The Present Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense): (He mentions that their extended family gathers every year for a homecoming celebration). Functions of the Target Language Grammar in Use:-Use of Reported Speech: The Present Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense): Reporting what someone else has said or shared about present situations, ongoing actions, or	celebrations; relationships between the family and the community” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.4.R1** Students can prepare for reading the content on “family life and home with family reunions and celebrations; relationships between the family and the community” efficiently and effectively.ENG.8.4.R2. Students can bring information together about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community” through skimming, scanning, and detailed reading.ENG.8.4.R3. Students can make sense of and derive meaning from the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.ENG.8.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with family reunions and celebrations; relationships between the family and the community” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.4.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 reunions and celebrations; relationships between the family and the community”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.4.W1. Students can prepare for writing efficiently and accurately based on the current content about “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.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 reunions and celebrations; relationships between the family and the community”.ENG.8.4.W3. Students can construct new written content on “family life and home with family reunions and celebrations; relationships between the family and the community” based on their understanding of the model(s) provided.ENG.8.4.W4. Students can practise producing written content based on the current theme “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.W5. Students can engage in the process of writing related to the content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.W6. Students can reconstruct their writing about the current theme on “family life and home with family reunions and celebrations; relationships between the family and the community” to communicate effectively about it.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.ENG.8.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.S2. Students can analyse and understand the model content related to “family life and home with family reunions and celebrations; relationships between the family and the community” to support the production of spoken language.ENG.8.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.S4. Students can construct meaningful spoken content about “family life and home with family reunions and celebrations; relationships between the family and the community” through	collect the answers. Finally, they will present the results of the questionnaire in the class by using graphs, charts or posters and make comments based on the results. 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
				recent experiences in a more polite and objective way. *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	efficient and meaningful practice.ENG.8.4.S5. Students can reconstruct the information about “family life and home with family reunions and celebrations; relationships between the family and the community” when communicating with others.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Curriculum. Target Social Language in Use: He was born with a silver spoon in his mouth! My siblings and I are all cut from the same cloth because we're so soft-hearted! The family is from İstanbul, born and bred! Being good at maths runs in the blood in their family! Target Phonological Sounds in Use: a, b, c, d, e Vowels: a, e Consonants: b, c, d Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /e /, ɑ:/, /a/, / /,eə/); e: (/e/; /i:/, /ə/, silent /e/) Consonant: b: (/b/), silent /b/); c: (/si/, /k/, / /, ʧ/, 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.		
18	18–22 Ocak	5	Theme 4: Famıly Lıfe & Home	Sub-themes: "Family reunions and celebrations; relationships between the family and the community". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family reunions and celebrations: Nouns: A bond, an extended family, a gathering, a homecoming, family ties, a reunion. Verbs: To bond, to gather, to reunite Adjectives: Close-knit, lively, reassuring, memorable.	**ENG.8.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with family reunions and celebrations; relationships between the family and the community". **ENG.8.4.L2** Students can bring together the information in the current content on "family life and home with family reunions and celebrations; relationships between the family and the community".ENG.8.4.L3. Students can make sense of and derive meaning from the current content on "family life and home with family reunions and celebrations; relationships between the family and the community".ENG.8.4.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 reunions and celebrations; relationships between the family and the community" in relation to themselves or others, both individually and/or with others.ENG.8.4.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 reunions and celebrations; relationships between the family and the community" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.4.R1** Students can prepare for reading the content on "family life and home with family reunions and celebrations; relationships between the family and the community" efficiently and effectively.ENG.8.4.R2. Students can bring information together about the current content on "family life and home with family reunions and celebrations; relationships between the family and the community"	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a questionnaire about the theme of family life and home, focussing on the sub-themes family reunions and celebrations and relationships between the family and the community. They will prepare questions about the types of family celebrations and the relationships between the family members. Then they will choose at least ten different students from the classroom and collect the answers. Finally, they will present the results of the questionnaire in the class by using graphs, charts or posters and make comments based on the results. The

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Adverbs: Elegantly, joyfully, supportively, unexpectedly, warmly. Vocabulary for relationships between the family and the community: Verbs: To care, to unite, to encourage, to participate, to provide, to raise, to volunteer. Nouns: An event, a generation, a legacy, network, siblings. Adjectives: Collaborative, diverse, generous, harmonious, inclusive, supportive. Adverbs: Frequently, respectfully, supportively. Target Grammatical Structures in Use:- Reported Speech: The Present Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense): (He mentions that their extended family gathers every year for a homecoming celebration). Functions of the Target Language Grammar in Use:-Use of Reported Speech: The Present Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense): Reporting what someone else has said or shared about present situations, ongoing actions, or recent experiences in a more polite and objective way. *National and Religious Days, Festivals and Celebrations: “29	through skimming, scanning, and detailed reading.ENG.8.4.R3. Students can make sense of and derive meaning from the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.ENG.8.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with family reunions and celebrations; relationships between the family and the community” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.4.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 reunions and celebrations; relationships between the family and the community”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.4.W1. Students can prepare for writing efficiently and accurately based on the current content about “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.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 reunions and celebrations; relationships between the family and the community”.ENG.8.4.W3. Students can construct new written content on “family life and home with family reunions and celebrations; relationships between the family and the community” based on their understanding of the model(s) provided.ENG.8.4.W4. Students can practise producing written content based on the current theme “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.W5. Students can engage in the process of writing related to the content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.W6. Students can reconstruct their writing about the current theme on “family life and home with family reunions and celebrations; relationships between the family and the community” to communicate effectively about it.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.ENG.8.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.S2. Students can analyse and understand the model content related to “family life and home with family reunions and celebrations; relationships between the family and the community” to support the production of spoken language.ENG.8.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.S4. Students can construct meaningful spoken content about “family life and home with family reunions and celebrations; relationships between the family and the community” through efficient and meaningful practice.ENG.8.4.S5. Students can reconstruct the information about “family life and home with family reunions and celebrations; relationships between the family and the community” when communicating with others.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.	assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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: He was born with a silver spoon in his mouth! My siblings and I are all		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				cut from the same cloth because we're so soft-hearted! The family is from İstanbul, born and bred! Being good at maths runs in the blood in their family! Target Phonological Sounds in Use: a, b, c, d, e Vowels: a, e Consonants: b, c, d Vowels: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɜ:/, /a/, / /,eə/); e: (/e/; /i:/, /ə/, silent /e/) Consonant: b: (/b/), silent /b/); c: (/si/, /k/, / /, ʒ/, silent /c/); d: (/d/), silent /d/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	5	Theme 4: Famıly Lıfe & Home	Sub-themes: "Family reunions and celebrations; relationships between the family and the community". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family reunions and celebrations: Nouns: A bond, an extended family, a gathering, a homecoming, family ties, a reunion. Verbs: To bond, to gather, to reunite Adjectives: Close-knit, lively, reassuring, memorable. Adverbs: Elegantly, joyfully, supportively, unexpectedly, warmly. Vocabulary for	**ENG.8.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with family reunions and celebrations; relationships between the family and the community". **ENG.8.4.L2** Students can bring together the information in the current content on "family life and home with family reunions and celebrations; relationships between the family and the community".ENG.8.4.L3. Students can make sense of and derive meaning from the current content on "family life and home with family reunions and celebrations; relationships between the family and the community".ENG.8.4.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 reunions and celebrations; relationships between the family and the community" in relation to themselves or others, both individually and/or with others.ENG.8.4.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 reunions and celebrations; relationships between the family and the community" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.4.R1** Students can prepare for reading the content on "family life and home with family reunions and celebrations; relationships between the family and the community" efficiently and effectively.ENG.8.4.R2. Students can bring information together about the current content on "family life and home with family reunions and celebrations; relationships between the family and the community" through skimming, scanning, and detailed reading.ENG.8.4.R3. Students can make sense of and derive meaning from the current content on "family life and home with family reunions and celebrations; relationships between the family and the	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a questionnaire about the theme of family life and home, focussing on the sub-themes family reunions and celebrations and relationships between the family and the community. They will prepare questions about the types of family celebrations and the relationships between the family members. Then they will choose at least ten different students from the classroom and collect the answers. Finally, they will present the results of the questionnaire in the class by using graphs, charts or posters and make comments based on the results. 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
				relationships between the family and the community: Verbs: To care, to unite, to encourage, to participate, to provide, to raise, to volunteer. Nouns: An event, a generation, a legacy, network, siblings. Adjectives: Collaborative, diverse, generous, harmonious, inclusive, supportive. Adverbs: Frequently, respectfully, supportively. Target Grammatical Structures in Use:- Reported Speech: The Present Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense): (He mentions that their extended family gathers every year for a homecoming celebration). Functions of the Target Language Grammar in Use:-Use of Reported Speech: The Present Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense): Reporting what someone else has said or shared about present situations, ongoing actions, or recent experiences in a more polite and objective way. *National and Religious Days, Festivals and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May	community”.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.ENG.8.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with family reunions and celebrations; relationships between the family and the community” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.4.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 reunions and celebrations; relationships between the family and the community”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.4.W1. Students can prepare for writing efficiently and accurately based on the current content about “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.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 reunions and celebrations; relationships between the family and the community”.ENG.8.4.W3. Students can construct new written content on “family life and home with family reunions and celebrations; relationships between the family and the community” based on their understanding of the model(s) provided.ENG.8.4.W4. Students can practise producing written content based on the current theme “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.W5. Students can engage in the process of writing related to the content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.W6. Students can reconstruct their writing about the current theme on “family life and home with family reunions and celebrations; relationships between the family and the community” to communicate effectively about it.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.ENG.8.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.S2. Students can analyse and understand the model content related to “family life and home with family reunions and celebrations; relationships between the family and the community” to support the production of spoken language.ENG.8.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.S4. Students can construct meaningful spoken content about “family life and home with family reunions and celebrations; relationships between the family and the community” through efficient and meaningful practice.ENG.8.4.S5. Students can reconstruct the information about “family life and home with family reunions and celebrations; relationships between the family and the community” when communicating with others.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: He was born with a silver spoon in his mouth! My siblings and I are all cut from the same cloth because we're so soft-hearted! The family is from		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				İstanbul, born and bred! Being good at maths runs in the blood in their family! 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/, / /, /, silent /c/); d: (/d/), silent /d/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
20	15–19 Şubat	5	Theme 4: Famıly Lıfe & Home	Sub-themes: “Family reunions and celebrations; relationships between the family and the community”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for family reunions and celebrations: Nouns: A bond, an extended family, a gathering, a homecoming, family ties, a reunion. Verbs: To bond, to gather, to reunite Adjectives: Close-knit, lively, reassuring, memorable. Adverbs: Elegantly, joyfully, supportively, unexpectedly, warmly. Vocabulary for relationships between the family and the community: Verbs: To care, to unite, to encourage, to participate, to provide, to	**ENG.8.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”. **ENG.8.4.L2** Students can bring together the information in the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.L3. Students can make sense of and derive meaning from the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.4.R1** Students can prepare for reading the content on “family life and home with family reunions and celebrations; relationships between the family and the community” efficiently and effectively.ENG.8.4.R2. Students can bring information together about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community” through skimming, scanning, and detailed reading.ENG.8.4.R3. Students can make sense of and derive meaning from the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.ENG.8.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with family reunions and celebrations;	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will create a questionnaire about the theme of family life and home, focussing on the sub-themes family reunions and celebrations and relationships between the family and the community. They will prepare questions about the types of family celebrations and the relationships between the family members. Then they will choose at least ten different students from the classroom and collect the answers. Finally, they will present the results of the questionnaire in the class by using graphs, charts or posters and make comments based on the results. 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
				raise, to volunteer. Nouns: An event, a generation, a legacy, network, siblings. Adjectives: Collaborative, diverse, generous, harmonious, inclusive, supportive. Adverbs: Frequently, respectfully, supportively. Target Grammatical Structures in Use:- Reported Speech: The Present Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense): (He mentions that their extended family gathers every year for a homecoming celebration). Functions of the Target Language Grammar in Use:-Use of Reported Speech: The Present Tenses for Reporting in Daily Speech (The Simple Present Tense, the Present Progressive Tense, the Present Perfect Tense): Reporting what someone else has said or shared about present situations, ongoing actions, or recent experiences in a more polite and objective way. *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	relationships between the family and the community” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.4.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 reunions and celebrations; relationships between the family and the community”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.4.W1. Students can prepare for writing efficiently and accurately based on the current content about “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.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 reunions and celebrations; relationships between the family and the community”.ENG.8.4.W3. Students can construct new written content on “family life and home with family reunions and celebrations; relationships between the family and the community” based on their understanding of the model(s) provided.ENG.8.4.W4. Students can practise producing written content based on the current theme “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.W5. Students can engage in the process of writing related to the content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.W6. Students can reconstruct their writing about the current theme on “family life and home with family reunions and celebrations; relationships between the family and the community” to communicate effectively about it.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.ENG.8.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.S2. Students can analyse and understand the model content related to “family life and home with family reunions and celebrations; relationships between the family and the community” to support the production of spoken language.ENG.8.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on “family life and home with family reunions and celebrations; relationships between the family and the community”.ENG.8.4.S4. Students can construct meaningful spoken content about “family life and home with family reunions and celebrations; relationships between the family and the community” through efficient and meaningful practice.ENG.8.4.S5. Students can reconstruct the information about “family life and home with family reunions and celebrations; relationships between the family and the community” when communicating with others.ENG.8.4.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 reunions and celebrations; relationships between the family and the community” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: He was born with a silver spoon in his mouth! My siblings and I are all cut from the same cloth because we’re so soft-hearted! The family is from İstanbul, born and bred! Being good at maths runs in the blood in their family! Target Phonological Sounds in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a, b, c, d, e Vowels: a, e Consonants: b, c, d Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /e /, ɑ:/, /a/, / /,eə/); e: (/e/; /i:/, /ə/, silent /e/) Consonant: b: (/b/), silent /b/); c: (/si/, /k/, / /, ʧ/, 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.		
21	22–26 Şubat	5	Theme 5: Lıfe In The Neıghbourhood & Cıty & Socıal Lıfe	Sub-themes: “City development and city services; future of cities”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for city development and city services: Nouns: An affordable housing, a community service, a commercial district, green spaces, housing, an infrastructure, a municipality, a pedestrian zone, a public amenity, a public safety, a public transport, a residential area, a sustainable development, a traffic congestion, an urbanisation, an urban planning, an urban renewal, a waste management, a zoning. Adjectives: Affordable, public, residential, sustainable, urban. Verbs: To manage, to plan, to renew, to sustain, to urbanise, to zone. Adverbs: Efficiently, sustainably, strategically, equally,	**ENG.8.5.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”. **ENG.8.5.L2** Students can bring together the information in the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.L3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.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 and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others.ENG.8.5.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 and social life with city development and city services; future of cities” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.5.R1** Students can prepare for reading the content on “life in the neighbourhood and city and social life with city development and city services; future of cities” efficiently and effectively.ENG.8.5.R2. Students can bring information together about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities” through skimming, scanning and detailed reading.ENG.8.5.R3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.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 and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others.ENG.8.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city and social life with city development and city services; future of cities” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.5.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 and social life with city development and city services; future of cities”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness raising and discovery.ENG.8.5.W1. Students can prepare for writing efficiently and accurately based on the current	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a poster to promote a neighbourhood improvement project for a specific issue, such as creating green spaces, reducing traffic congestion or improving public safety. The poster should include a clear title, a description of the content, the purpose of the project, and how it will benefit the community. It must also feature key details such as the date, time, and location of any planned activities, along with a call-to-action encouraging community participation. Students should use pictures, photos, visuals, headings, and form text to make the poster engaging and informative. When they complete it, students will present their posters to the class, explaining the goals of the project, their role in the initiative, and the impact they hope to achieve. 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
				effectively, safely, economically, gradually, environmentally, innovatively, inclusively, fairly, smoothly. Vocabulary for future of cities: Nouns: A smart city, a sustainable city, an urban farming, a green infrastructure, a renewable energy, public amenities, an urban mobility, a carbon footprint, an urbanisation. Verbs: To innovate, to sustain, to optimise, to regenerate, to integrate, to digitise, to automate, to electrify. Adjectives: Sustainable, innovative, eco-friendly, resilient, efficient, connected, inclusive, smart, renewable. Adverbs: Sustainably, innovatively, resiliently, smartly, eco-friendly, globally, environmentally, digitally, efficiently. Target Grammatical Structures in Use:- Reported Speech: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (He said they had improved the infrastructure the previous year. He said that they had been planning an urban renewal project. He said they had already optimized the city's public transport system. He stated they had been working on affordable housing for years). - Causatives: Had something done (The urban planners had the	content about "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.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 and social life with city development and city services; future of cities".ENG.8.5.W3. Students can construct new written content on "life in the neighbourhood and city and social life with city development and city services; future of cities" based on their understanding of the model(s) provided.ENG.8.5.W4. Students can practise producing written content based on the current theme "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.W5. Students can engage in the process of writing related to the content on "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.W6. Students can reconstruct their writing about the current theme on "life in the neighbourhood and city and social life with city development and city services; future of cities" to communicate effectively about it.ENG.8.5.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 and social life with city development and city services; future of cities" in relation to themselves or others, both individually and/or with others.ENG.8.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.S2. Students can analyse and understand the model content related to "life in the neighbourhood and city and social life with city development and city services; future of cities" to support the production of spoken language.ENG.8.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.S4. Students can construct meaningful spoken content about "life in the neighbourhood and city and social life with city development and city services; future of cities" through efficient and meaningful practice.ENG.8.5.S5. Students can reconstruct the information about "life in the neighbourhood and city and social life with city development and city services; future of cities" when communicating with others.ENG.8.5.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 and social life with city development and city services; future of cities" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				community services evaluated for better efficiency). Functions of Target Language Grammar in Use:-Use of Reported Speech: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Reporting what someone else has said or shared about past situations, completed actions, or past experiences in a more polite and objective way.-Use of Causatives: Had something done: Describing situations where someone arranges or causes another person to do something for them. *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: That area is just a stone's throw away. New technology is shaping the future. We have created a sense of belonging in this community. Innovation is the driving force in our city! Target Phonological Sounds in Use: f, g, h, i, j, k Vowels: i: (/aɪ/, /ɪ/, /i:/) Consonants: f: (/f/); g: (/g/, /d /ₔsilent /g/); h: (/h/), silent /h/); j: (/d e /ɖ /)k: (/k/, silent /k/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in the theme.		
22	1–5 Mart	5	Theme 5: Lıfe In The Neıghbourhood & Cıty & Socıal Lıfe	Sub-themes: “City development and city services; future of cities”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for city development and city services: Nouns: An affordable housing, a community service, a commercial district, green spaces, housing, an infrastructure, a municipality, a pedestrian zone, a public amenity, a public safety, a public transport, a residential area, a sustainable development, a traffic congestion, an urbanisation, an urban planning, an urban renewal, a waste management, a zoning. Adjectives: Affordable, public, residential, sustainable, urban. Verbs: To manage, to plan, to renew, to sustain, to urbanise, to zone. Adverbs: Efficiently, sustainably, strategically, equally, effectively, safely, economically, gradually, environmentally, innovatively, inclusively, fairly, smoothly. Vocabulary for future of cities: Nouns: A smart city, a sustainable city, an urban farming, a green infrastructure, a renewable energy, public amenities, an urban mobility, a carbon footprint, an urbanisation. Verbs: To innovate, to sustain, to optimise, to regenerate, to	**ENG.8.5.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”. **ENG.8.5.L2** Students can bring together the information in the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.L3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.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 and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others.ENG.8.5.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 and social life with city development and city services; future of cities” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.5.R1** Students can prepare for reading the content on “life in the neighbourhood and city and social life with city development and city services; future of cities” efficiently and effectively.ENG.8.5.R2. Students can bring information together about the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities” through skimming, scanning and detailed reading.ENG.8.5.R3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.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 and social life with city development and city services; future of cities” in relation to themselves or others, both individually and/or with others.ENG.8.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city and social life with city development and city services; future of cities” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.5.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 and social life with city development and city services; future of cities”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness raising and discovery.ENG.8.5.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.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 and social life with city development and city services; future of cities”.ENG.8.5.W3. Students can construct new written content on “life in the neighbourhood and city and social life with city development and city services; future of cities” based on their understanding of the model(s) provided.ENG.8.5.W4. Students can practise producing written content based on the current theme “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.W5. Students can engage in the process of writing related to the content on “life in the neighbourhood and city and social life with city development and city services; future of cities”.ENG.8.5.W6. Students can reconstruct their writing about the current theme on “life in the neighbourhood and city and social life with city development and city services; future of cities” to communicate effectively about it.ENG.8.5.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 and social life with	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a poster to promote a neighbourhood improvement project for a specific issue, such as creating green spaces, reducing traffic congestion or improving public safety. The poster should include a clear title, a description of the content, the purpose of the project, and how it will benefit the community. It must also feature key details such as the date, time, and location of any planned activities, along with a call-to-action encouraging community participation. Students should use pictures, photos, visuals, headings, and form text to make the poster engaging and informative. When they complete it, students will present their posters to the class, explaining the goals of the project, their role in the initiative, and the impact they hope to achieve. 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
				integrate, to digitise, to automate, to electrify. Adjectives: Sustainable, innovative, eco-friendly, resilient, efficient, connected, inclusive, smart, renewable. Adverbs: Sustainably, innovatively, resiliently, smartly, eco-friendly, globally, environmentally, digitally, efficiently. Target Grammatical Structures in Use:- Reported Speech: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (He said they had improved the infrastructure the previous year. He said that they had been planning an urban renewal project. He said they had already optimized the city's public transport system. He stated they had been working on affordable housing for years). - Causatives: Had something done (The urban planners had the community services evaluated for better efficiency). Functions of Target Language Grammar in Use:-Use of Reported Speech: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Reporting what someone else has said or shared about past situations,	city development and city services; future of cities" in relation to themselves or others, both individually and/or with others.ENG.8.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.S2. Students can analyse and understand the model content related to "life in the neighbourhood and city and social life with city development and city services; future of cities" to support the production of spoken language.ENG.8.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.S4. Students can construct meaningful spoken content about "life in the neighbourhood and city and social life with city development and city services; future of cities" through efficient and meaningful practice.ENG.8.5.S5. Students can reconstruct the information about "life in the neighbourhood and city and social life with city development and city services; future of cities" when communicating with others.ENG.8.5.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 and social life with city development and city services; future of cities" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				completed actions, or past experiences in a more polite and objective way.-Use of Causatives: Had something done: Describing situations where someone arranges or causes another person to do something for them. *National and Religious Days, Festivals and Celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: That area is just a stone's throw away. New technology is shaping the future. We have created a sense of belonging in this community. Innovation is the driving force in our city! Target Phonological Sounds in Use: f, g, h, i, j, k Vowels: i: (/aı/, /ı/, /i:/) Consonants: f: (/f/); g: (/g/, /d /ʒsilent /g/); h: (/h/), silent /h/); j: (/d e /dʑ /)k: (/k/, silent /k/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	5	Theme 5: Lıfe In The Neıghbourhood & Cıty & Socıal Lıfe	Sub-themes: "City development and city services; future of cities". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for city development and city services: Nouns: An affordable housing, a community service, a commercial district, green spaces, housing, an infrastructure, a	**ENG.8.5.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood and city and social life with city development and city services; future of cities". **ENG.8.5.L2** Students can bring together the information in the current content on "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.L3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.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 and social life with city development and city services; future of cities" in relation to themselves or others, both individually and/or with others.ENG.8.5.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 and social life	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a poster to promote a neighbourhood improvement project for a specific issue, such as creating green spaces, reducing traffic congestion or improving public safety. The poster should include a clear title, a description of the content, the purpose of the project, and how it will benefit the community. It must also feature key details such as the date, time, and location of any planned

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				municipality, a pedestrian zone, a public amenity, a public safety, a public transport, a residential area, a sustainable development, a traffic congestion, an urbanisation, an urban planning, an urban renewal, a waste management, a zoning. Adjectives: Affordable, public, residential, sustainable, urban. Verbs: To manage, to plan, to renew, to sustain, to urbanise, to zone. Adverbs: Efficiently, sustainably, strategically, equally, effectively, safely, economically, gradually, environmentally, innovatively, inclusively, fairly, smoothly. Vocabulary for future of cities: Nouns: A smart city, a sustainable city, an urban farming, a green infrastructure, a renewable energy, public amenities, an urban mobility, a carbon footprint, an urbanisation. Verbs: To innovate, to sustain, to optimise, to regenerate, to integrate, to digitise, to automate, to electrify. Adjectives: Sustainable, innovative, eco-friendly, resilient, efficient, connected, inclusive, smart, renewable. Adverbs: Sustainably, innovatively, resiliently, smartly, eco-friendly, globally, environmentally, digitally, efficiently. Target Grammatical Structures in Use:- Reported Speech: The Past Tenses for Reporting in Daily	with city development and city services; future of cities" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.5.R1** Students can prepare for reading the content on "life in the neighbourhood and city and social life with city development and city services; future of cities" efficiently and effectively.ENG.8.5.R2. Students can bring information together about the current content on "life in the neighbourhood and city and social life with city development and city services; future of cities" through skimming, scanning and detailed reading.ENG.8.5.R3. Students can make sense of and derive meaning from the current content on "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.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 and social life with city development and city services; future of cities" in relation to themselves or others, both individually and/or with others.ENG.8.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the neighbourhood and city and social life with city development and city services; future of cities" after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.5.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 and social life with city development and city services; future of cities", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness raising and discovery.ENG.8.5.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.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 and social life with city development and city services; future of cities".ENG.8.5.W3. Students can construct new written content on "life in the neighbourhood and city and social life with city development and city services; future of cities" based on their understanding of the model(s) provided.ENG.8.5.W4. Students can practise producing written content based on the current theme "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.W5. Students can engage in the process of writing related to the content on "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.W6. Students can reconstruct their writing about the current theme on "life in the neighbourhood and city and social life with city development and city services; future of cities" to communicate effectively about it.ENG.8.5.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 and social life with city development and city services; future of cities" in relation to themselves or others, both individually and/or with others.ENG.8.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.S2. Students can analyse and understand the model content related to "life in the neighbourhood and city and social life with city development and city services; future of cities" to support the production of spoken language.ENG.8.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the neighbourhood and city and social life with city development and city services; future of cities".ENG.8.5.S4. Students can construct meaningful spoken content about "life in the neighbourhood and city and social life with city development and city services; future of cities" through efficient and meaningful practice.ENG.8.5.S5. Students can reconstruct the information about "life in the neighbourhood and city and social	activities, along with a call-to-action encouraging community participation. Students should use pictures, photos, visuals, headings, and form text to make the poster engaging and informative. When they complete it, students will present their posters to the class, explaining the goals of the project, their role in the initiative, and the impact they hope to achieve. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 12 March, The Adoption of the Turkish National Anthem and Commemoration Day of Mehmet Akif Ersoy 18 March, Çanakkale Victory and Martyrs' Day 16-22 March, Turkic World and Communities Week

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Speech (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): (He said they had improved the infrastructure the previous year. He said that they had been planning an urban renewal project. He said they had already optimized the city's public transport system. He stated they had been working on affordable housing for years). -Causatives: Had something done (The urban planners had the community services evaluated for better efficiency). Functions of Target Language Grammar in Use:-Use of Reported Speech: The Past Tenses for Reporting in Daily Speech (The Simple Past Tense, the Past Progressive Tense, the Past Perfect Tense, the Past Perfect Progressive Tense): Reporting what someone else has said or shared about past situations, completed actions, or past experiences in a more polite and objective way.-Use of Causatives: Had something done: Describing situations where someone arranges or causes another person to do something for them. *National and Religious Days, Festivals and Celebrations: "29 October Republic Day", "23 April National	life with city development and city services; future of cities" when communicating with others.ENG.8.5.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 and social life with city development and city services; future of cities" in relation to themselves or others, both individually and/or with others.	

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

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				We have created a sense of belonging in this community. Innovation is the driving force in our city! Target Phonological Sounds in Use: f, g, h, i, j, k Vowels: i: (/aɪ/, /ɪ/, /iː/) Consonants: f: (/f/); g: (/g/, /dʒ /ʂilent /g/); h: (/h/), silent /h/); j: (/dʒ eɪ /dʑ /)k: (/k/, silent /k/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
24	22–26 Mart	5	Theme 6: Lıfe In The World & Culture	Sub-themes: “Global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for global cuisines: Nouns: Cuisine, ingredient, recipe, dish, flavour, spice, meal, tradition. Verbs: To prepare, to fry, to blend. Adjectives: Spicy, traditional, exotic, flavourful, crispy, hearty, smoky. Adverbs: Completely, commonly, locally, delicately. Vocabulary for cultural food habits and cultures: Nouns: Tradition, cuisine, heritage, custom, dish, recipe, festival, specialty, habit, celebration. Verbs: To adapt, to preserve, to adopt, to influence, to modify, to experiment, to revive. Adjectives: Traditional,	**ENG.8.6.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”. **ENG.8.6.L2** Students can bring together the information in the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.ENG.8.6.L3. Students can make sense of and derive meaning from the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.6.R1** Students can prepare for reading the content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” efficiently and effectively.ENG.8.6.R2. Students can bring information together about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” through skimming, scanning and detailed reading.ENG.8.6.R3. Students can make sense of and derive meaning from the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.ENG.8.6.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 global cuisines; cultural	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a blog page how global cuisines and cultural food habits will change in the future due to the impact of technology and media. In their blog, students will describe how food trends might change and how media platforms could influence people’s eating habits and cultural practices. They can mention how traditional dishes may be adapted or how technology will help preserve cultural food traditions. They may include how media platforms will play a role in shaping these changes. Additionally, they can include what experts or chefs have said about the future of food and its connection to technology and culture. 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
				diverse, rich, authentic, unique, cultural, regional, historical, popular, nourishing. Adverbs: Culturally, traditionally, widely, globally, occasionally, regularly. Vocabulary for the influence of technology on cultural habits: Nouns: An artefact. Verbs: To replace, to reshape, to integrate, to archive, to revive, to blend. Adjectives: Accessible, dynamic. Adverbs: Firmly. Target Grammatical Structures in Use:- Reported Speech for Future Tenses: (The cultural expert said they would have shared their traditional recipes with thousands of people by the next festival).-The Future Perfect Tense: (By the end of this year, global chefs will have introduced international dishes to a wider audience).-The Future Perfect Continuous Tense: (By 2030, many communities will have been preserving their traditions for centuries). Functions of Target Language Grammar in Use:-Reported Speech for Future Tenses: Reporting future events or actions in daily speech.-Use of the Future Perfect Tense: Describing an action that will have been completed by a certain point in the future. -Use of the Future Perfect Continuous	food habits and cultures; impact of technology and media on people's life and culture" after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.6.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.W3. Students can construct new written content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" based on their understanding of the model(s) provided.ENG.8.6.W4. Students can practise producing written content based on the current theme "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.W5. Students can engage in the process of writing related to the content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.W6. Students can reconstruct their writing about the current theme on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" to communicate effectively about it.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" in relation to themselves or others, both individually and/or with others.ENG.8.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.S2. Students can analyse and understand the model content related to "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" to support the production of spoken language.ENG.8.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.S4. Students can construct meaningful spoken content about "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" through efficient and meaningful practice.ENG.8.6.S5. Students can reconstruct the information about "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" when communicating with others.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Tense: Describing the duration of an ongoing action that will be in progress and will end before or by a specific point in the future. *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. Target Social Language Expressions: Don't put all your eggs in one basket for this task! Have a finger on the pulse of the latest tech trends! This film is really food for thought about the environment! Live in the moment and enjoy simple things! Sometimes, we should hit the reset button and start fresh! Target Phonological Sounds in Use: Vowel: o Consonants: l, m, n, (ng), p Vowel: o: (/əʊ /, /ɒ /, /ɜ: /) Consonants: l: (/l/ /l/, silent /l/); m: (/m/, /m/); n: (/n/, /n/, silent /n/); ng: (/ng/); p: (pi /p/, silent /p/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
25	29 Mart – 2 Nisan	5	Theme 6: Lıfe In The World & Culture	Sub-themes: "Global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture". Target Vocabulary in Use (with revisional vocabulary): Vocabulary for global cuisines: Nouns: Cuisine, ingredient, recipe, dish, flavour, spice, meal, tradition. Verbs: To prepare, to fry, to blend. Adjectives: Spicy,	**ENG.8.6.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture". **ENG.8.6.L2** Students can bring together the information in the current content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.L3. Students can make sense of and derive meaning from the current content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" in relation to themselves or others, both individually and/or with others.ENG.8.6.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 global cuisines;	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a blog page how global cuisines and cultural food habits will change in the future due to the impact of technology and media. In their blog, students will describe how food trends might change and how media platforms could influence people's eating habits and cultural practices. They can mention how traditional dishes may be adapted or how technology will help preserve cultural food

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				traditional, exotic, flavourful, crispy, hearty, smoky. Adverbs: Completely, commonly, locally, delicately. Vocabulary for cultural food habits and cultures: Nouns: Tradition, cuisine, heritage, custom, dish, recipe, festival, specialty, habit, celebration. Verbs: To adapt, to preserve, to adopt, to influence, to modify, to experiment, to revive. Adjectives: Traditional, diverse, rich, authentic, unique, cultural, regional, historical, popular, nourishing. Adverbs: Culturally, traditionally, widely, globally, occasionally, regularly. Vocabulary for the influence of technology on cultural habits: Nouns: An artefact. Verbs: To replace, to reshape, to integrate, to archive, to revive, to blend. Adjectives: Accessible, dynamic. Adverbs: Firmly. Target Grammatical Structures in Use:- Reported Speech for Future Tenses: (The cultural expert said they would have shared their traditional recipes with thousands of people by the next festival).-The Future Perfect Tense: (By the end of this year, global chefs will have introduced international dishes to a wider audience).-The Future Perfect Continuous Tense: (By 2030, many communities will have	cultural food habits and cultures; impact of technology and media on people's life and culture" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.6.R1** Students can prepare for reading the content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" efficiently and effectively.ENG.8.6.R2. Students can bring information together about the current content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" through skimming, scanning and detailed reading.ENG.8.6.R3. Students can make sense of and derive meaning from the current content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" in relation to themselves or others, both individually and/or with others.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.6.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.W3. Students can construct new written content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" based on their understanding of the model(s) provided.ENG.8.6.W4. Students can practise producing written content based on the current theme "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.W5. Students can engage in the process of writing related to the content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.W6. Students can reconstruct their writing about the current theme on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" to communicate effectively about it.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" in relation to themselves or others, both individually and/or with others.ENG.8.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.S2. Students can analyse and understand the model content related to "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" to support the production of spoken language.ENG.8.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.S4. Students can construct meaningful spoken	traditions. They may include how media platforms will play a role in shaping these changes. Additionally, they can include what experts or chefs have said about the future of food and its connection to technology and culture. 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
				been preserving their traditions for centuries). Functions of Target Language Grammar in Use:-Reported Speech for Future Tenses: Reporting future events or actions in daily speech.-Use of the Future Perfect Tense: Describing an action that will have been completed by a certain point in the future. -Use of the Future Perfect Continuous Tense: Describing the duration of an ongoing action that will be in progress and will end before or by a specific point in the future. *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	content about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” through efficient and meaningful practice.ENG.8.6.S5. Students can reconstruct the information about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” when communicating with others.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.	

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 Expressions: Don't put all your eggs in one basket for this task! Have a finger on the pulse of the latest tech trends! This film is really food for thought about the environment! Live in the moment and enjoy simple things! Sometimes, we should hit the reset button and start fresh! Target Phonological Sounds in Use: Vowel: o Consonants: l, m, n, (ng), p Vowel: o: (/əʊ/, /ɒ/, /əʊ/) Consonants: l: (/l/ /ɫ/, silent /l/); m: (/m/, /ṁ/); n: (/n/, /ṅ/, 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.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
26	5–9 Nisan	5	Theme 6: Lıfe In The World & Culture	Sub-themes: “Global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for global cuisines: Nouns: Cuisine, ingredient, recipe, dish, flavour, spice, meal, tradition. Verbs: To prepare, to fry, to blend. Adjectives: Spicy, traditional, exotic, flavourful, crispy, hearty, smoky. Adverbs: Completely, commonly, locally, delicately. Vocabulary for cultural food habits and cultures: Nouns: Tradition, cuisine, heritage, custom, dish, recipe, festival, specialty, habit, celebration. Verbs: To adapt, to preserve, to adopt, to influence, to modify, to experiment, to revive. Adjectives: Traditional, diverse, rich, authentic, unique, cultural, regional, historical, popular, nourishing. Adverbs: Culturally, traditionally, widely, globally, occasionally, regularly. Vocabulary for the influence of technology on cultural habits: Nouns: An artefact. Verbs: To replace, to reshape, to integrate, to archive, to revive, to blend. Adjectives: Accessible, dynamic. Adverbs: Firmly. Target Grammatical Structures in Use:- Reported Speech for Future Tenses: (The	**ENG.8.6.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”. **ENG.8.6.L2** Students can bring together the information in the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.ENG.8.6.L3. Students can make sense of and derive meaning from the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.6.R1** Students can prepare for reading the content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” efficiently and effectively.ENG.8.6.R2. Students can bring information together about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” through skimming, scanning and detailed reading.ENG.8.6.R3. Students can make sense of and derive meaning from the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.6.W1. 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They can mention how traditional dishes may be adapted or how technology will help preserve cultural food traditions. They may include how media platforms will play a role in shaping these changes. Additionally, they can include what experts or chefs have said about the future of food and its connection to technology and culture. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				cultural expert said they would have shared their traditional recipes with thousands of people by the next festival).-The Future Perfect Tense: (By the end of this year, global chefs will have introduced international dishes to a wider audience).-The Future Perfect Continuous Tense: (By 2030, many communities will have been preserving their traditions for centuries). Functions of Target Language Grammar in Use:-Reported Speech for Future Tenses: Reporting future events or actions in daily speech.-Use of the Future Perfect Tense: Describing an action that will have been completed by a certain point in the future. -Use of the Future Perfect Continuous Tense: Describing the duration of an ongoing action that will be in progress and will end before or by a specific point in the future. *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)”.	the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” to communicate effectively about it.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.ENG.8.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.ENG.8.6.S2. Students can analyse and understand the model content related to “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” to support the production of spoken language.ENG.8.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.ENG.8.6.S4. Students can construct meaningful spoken content about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” through efficient and meaningful practice.ENG.8.6.S5. Students can reconstruct the information about “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” when communicating with others.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*(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 Expressions: Don't put all your eggs in one basket for this task! Have a finger on the pulse of the latest tech trends! This film is really food for thought about the environment! Live in the moment and enjoy simple things! Sometimes, we should hit the reset button and start fresh! Target Phonological Sounds in Use: Vowel: o		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Consonants: l, m, n, (ng), p Vowel: o: (/əʊ /, /ɔː /, /ɜːˈ /) Consonants: l: (/ˈ l/ /l/, silent /l/); m: (/ˈ m/, /m/); n: (/ˈ n/, /n/, silent /n/); ng: (/ng/); p: (piˈ /p/, silent /p/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
27	12–16 Nisan					
28	19–23 Nisan	5	Theme 6: Lıfe In The World & Culture	Sub-themes: “Global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”. Target Vocabulary in Use (with revisional vocabulary): Vocabulary for global cuisines: Nouns: Cuisine, ingredient, recipe, dish, flavour, spice, meal, tradition. Verbs: To prepare, to fry, to blend. Adjectives: Spicy, traditional, exotic, flavourful, crispy, hearty, smoky. Adverbs: Completely, commonly, locally, delicately. Vocabulary for cultural food habits and cultures: Nouns: Tradition, cuisine, heritage, custom, dish, recipe, festival, specialty, habit, celebration. Verbs: To adapt, to preserve, to adopt, to influence, to modify, to experiment, to revive. Adjectives: Traditional, diverse, rich, authentic, unique, cultural, regional, historical, popular, nourishing. Adverbs: Culturally,	**ENG.8.6.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”. **ENG.8.6.L2** Students can bring together the information in the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.ENG.8.6.L3. Students can make sense of and derive meaning from the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.6.R1** Students can prepare for reading the content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” efficiently and effectively.ENG.8.6.R2. Students can bring information together about the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” through skimming, scanning and detailed reading.ENG.8.6.R3. Students can make sense of and derive meaning from the current content on “life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture”.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” in relation to themselves or others, both individually and/or with others.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people’s life and culture” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.6.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 global	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a blog page how global cuisines and cultural food habits will change in the future due to the impact of technology and media. In their blog, students will describe how food trends might change and how media platforms could influence people’s eating habits and cultural practices. They can mention how traditional dishes may be adapted or how technology will help preserve cultural food traditions. They may include how media platforms will play a role in shaping these changes. Additionally, they can include what experts or chefs have said about the future of food and its connection to technology and culture. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. 23 April, National Sovereignty and Children's Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				traditionally, widely, globally, occasionally, regularly. Vocabulary for the influence of technology on cultural habits: Nouns: An artefact. Verbs: To replace, to reshape, to integrate, to archive, to revive, to blend. Adjectives: Accessible, dynamic. Adverbs: Firmly. Target Grammatical Structures in Use:- Reported Speech for Future Tenses: (The cultural expert said they would have shared their traditional recipes with thousands of people by the next festival).-The Future Perfect Tense: (By the end of this year, global chefs will have introduced international dishes to a wider audience).-The Future Perfect Continuous Tense: (By 2030, many communities will have been preserving their traditions for centuries). Functions of Target Language Grammar in Use:-Reported Speech for Future Tenses: Reporting future events or actions in daily speech.-Use of the Future Perfect Tense: Describing an action that will have been completed by a certain point in the future. -Use of the Future Perfect Continuous Tense: Describing the duration of an ongoing action that will be in progress and will end before or by a specific	cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.6.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.W3. Students can construct new written content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" based on their understanding of the model(s) provided.ENG.8.6.W4. Students can practise producing written content based on the current theme "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.W5. Students can engage in the process of writing related to the content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.W6. Students can reconstruct their writing about the current theme on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" to communicate effectively about it.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" in relation to themselves or others, both individually and/or with others.ENG.8.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.S2. Students can analyse and understand the model content related to "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" to support the production of spoken language.ENG.8.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture".ENG.8.6.S4. Students can construct meaningful spoken content about "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" through efficient and meaningful practice.ENG.8.6.S5. Students can reconstruct the information about "life in the world and culture with global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" when communicating with others.ENG.8.6.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 global cuisines; cultural food habits and cultures; impact of technology and media on people's life and culture" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				point in the future. *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
				Target Social Language Expressions: Don’t put all your eggs in one basket for this task! Have a finger on the pulse of the latest tech trends! This film is really food for thought about the environment! Live in the moment and enjoy simple things! Sometimes, we should hit the reset button and start fresh! Target Phonological Sounds in Use: Vowel: o Consonants: l, m, n, (ng), p Vowel: o: (/əʊ /, /ɒ /, /ɒ /) Consonants: l: (/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.		
29	26–30 Nisan	5	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: Impact of technology on global issues; impact of consumerism on people’s life and nature Target Vocabulary in Use (with revisional vocabulary): Vocabulary for impact of technology on global issues: Nouns: An analysis, an application, a benefit, a challenge, data (plural) (datum-singular), development, a device, an impact, an innovation, a patient, privacy, a robot, technology, a treatment. Verbs: To analyse, to	**ENG.8.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”. **ENG.8.7.L2** Students can bring together the information in the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.ENG.8.7.L3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” in relation to themselves or others, both individually and/or with others.ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.7.R1** Students can prepare for reading the content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” efficiently and effectively.ENG.8.7.R2. Students can bring information together about the current content on “life in nature and global	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a “future diary” 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, like AI, robots, and robotics, could change life and how consumer habits impact people’s lives and nature. They will write about how robots might help people at work, in schools, or at home, and what daily life will look like with these advanced technologies. Their writing

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				apply, to benefit, to develop, to diagnose, to implement, to process, to treat. Adjectives: Advanced, beneficial, challenging, innovative, medical, technological. Adverbs: Accurately. Vocabulary for impact of consumerism on people's life and nature: Nouns: Consumption, environment, pollution, a resource, a waste. Verbs: To consume, to pollute, to purchase. Adjectives: Durable, environmental, wasteful. Adverbs: Excessively, environmentally. Target Grammatical Structures in Use: Target Language Grammar in Use:- Reported Speech: Modals in the Past for Reporting in Daily Speech: (The commission explained that the aid could have been distributed faster if the roads hadn't been blocked).-Modals in the Past: (The evacuation should have been carried out earlier to save more lives).- "Could have V3": (It could have been Sarah making the noise last night).- "Must have V3" (She must have been asleep when I walked in the room).- "Need have V3" (You needn't have gotten up so early). - "Should have V3" (They should have arrived a long time ago).- "Would have V3": (He would have helped you if you had asked him).- "Can't have V3": (They can't have been at school).	problems with impact of technology on global issues; impact of consumerism on people's life and nature" through skimming, scanning and detailed reading.ENG.8.7.R3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" in relation to themselves or others, both individually and/or with others.ENG.8.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.7.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W3. Students can construct new written content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" based on their understanding of the model(s) provided.ENG.8.7.W4. Students can practise producing written content based on the current theme "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W6. Students can reconstruct their writing about the current theme on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" to communicate effectively about it.ENG.8.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" in relation to themselves or others, both individually and/or with others.ENG.8.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.S2. Students can analyse and understand the model content related to "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" to support the production of spoken language.ENG.8.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.S4. Students can construct meaningful spoken content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" through efficient and meaningful practice.ENG.8.7.S5. Students can reconstruct the information about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" when communicating with others.ENG.8.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the	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 April, Kût'ül Amâre Victory 1 May, Labour Day

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				Functions of Target Grammatical Structures in Use:-Use of Reported Speech: Modals in the Past for Reporting in Daily Speech: Reporting past ability, suggestion, obligation or assumption.-Use of Modals in the Past: Expressing past possibilities, obligations, and regrets. *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	speaking process about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life 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
				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: Our teacher is always in the driver's seat! Our "throw away society" consumes too much! This tech team is at the cutting edge! We need to protect the environment to reach the light at the end of the tunnel. Target Phonological Sounds in Use: Vowel: u Consonants: q, r, s, t Vowel: u: (/juː/, /ʊ/, /jʊə/, silent /u/) Consonants: q: (/kjuː/, /k/); r: (/ɹ/(Br), silent /r/ (Br), /ɑɹ/(AmE), /ɚ/ (AmE), silent /r/ (Br)); s: (/s/, /ʃ/, /z/, silent /s/); t : (/tiː/, /t/, silent /t/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
30	3–7 Mayıs	5	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: Impact of technology on global issues; impact of consumerism on people's life and nature Target Vocabulary in Use (with revisional vocabulary): Vocabulary for impact of technology on global	**ENG.8.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature". **ENG.8.7.L2** Students can bring together the information in the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.L3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.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 and global	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a "future diary" 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

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				issues: Nouns: An analysis, an application, a benefit, a challenge, data (plural) (datum-singular), development, a device, an impact, an innovation, a patient, privacy, a robot, technology, a treatment. Verbs: To analyse, to apply, to benefit, to develop, to diagnose, to implement, to process, to treat. Adjectives: Advanced, beneficial, challenging, innovative, medical, technological. Adverbs: Accurately. Vocabulary for impact of consumerism on people's life and nature: Nouns: Consumption, environment, pollution, a resource, a waste. Verbs: To consume, to pollute, to purchase. Adjectives: Durable, environmental, wasteful. Adverbs: Excessively, environmentally. Target Grammatical Structures in Use: Target Language Grammar in Use:- Reported Speech: Modals in the Past for Reporting in Daily Speech: (The commission explained that the aid could have been distributed faster if the roads hadn't been blocked).-Modals in the Past: (The evacuation should have been carried out earlier to save more lives).- "Could have V3": (It could have been Sarah making the noise last night).- "Must have V3" (She must have been asleep when I walked in	problems with impact of technology on global issues; impact of consumerism on people's life and nature" in relation to themselves or others, both individually and/or with others.ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.7.R1** Students can prepare for reading the content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" efficiently and effectively.ENG.8.7.R2. Students can bring information together about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" through skimming, scanning and detailed reading.ENG.8.7.R3. 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Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.7.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W3. Students can construct new written content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" based on their understanding of the model(s) provided.ENG.8.7.W4. Students can practise producing written content based on the current theme "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W6. Students can reconstruct their writing about the current theme on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" to communicate effectively about it.ENG.8.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" in relation to themselves or others, both individually and/or with others.ENG.8.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.S2. Students can analyse and understand the model content related to "life in nature and global	will meet, and the adventures they will have. In addition, they will explore how future technologies, like AI, robots, and robotics, could change life and how consumer habits impact people's lives and nature. They will write about how robots might help people at work, in schools, 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
				the room).- “Need have V3” (You needn’t have gotten up so early). - “Should have V3” (They should have arrived a long time ago).- “Would have V3”: (He would have helped you if you had asked him).- “Can’t have V3”: (They can’t have been at school). Functions of Target Grammatical Structures in Use:-Use of Reported Speech: Modals in the Past for Reporting in Daily Speech: Reporting past ability, suggestion, obligation or assumption.-Use of Modals in the Past: Expressing past possibilities, obligations, and regrets. *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,	problems with impact of technology on global issues; impact of consumerism on people’s life and nature” to support the production of spoken language.ENG.8.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.ENG.8.7.S4. Students can construct meaningful spoken content about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” through efficient and meaningful practice.ENG.8.7.S5. Students can reconstruct the information about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” when communicating with others.ENG.8.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life 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
				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: Our teacher is always in the driver's seat! Our "throw away society" consumes too much! This tech team is at the cutting edge! We need to protect the environment to reach the light at the end of the tunnel. Target Phonological Sounds in Use: Vowel: u Consonants: q, r, s, t Vowel: u: (/ju /, / /, /ju /, silent /u/) Consonants: q: (/kju /, /k/); r: (/ (Br), silent /r/ (Br), /a /(AmE), / / (AmE), silent /r/ (Br)); s: (/s/, / s/, /z/, silent /s/); t : (/ti /, /t/, silent /t/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
31	10–14 Mayıs	5	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: Impact of technology on global issues; impact of consumerism on people's life and nature Target Vocabulary in Use (with revisional vocabulary): Vocabulary for impact of technology on global issues: Nouns: An analysis, an application, a benefit, a challenge, data (plural) (datum-singular), development, a device, an impact, an innovation, a patient, privacy, a robot, technology, a treatment. Verbs: To analyse, to apply, to benefit, to develop, to diagnose, to implement, to process, to treat. Adjectives: Advanced, beneficial, challenging, innovative, medical, technological. Adverbs: Accurately. Vocabulary for impact of consumerism on people's life and nature: Nouns: Consumption, environment, pollution, a resource, a waste. Verbs: To consume, to pollute, to purchase. Adjectives: Durable, environmental, wasteful. Adverbs: Excessively, environmentally. Target Grammatical Structures in Use: Target Language Grammar in Use:- Reported Speech: Modals in the Past for Reporting in Daily Speech: (The commission explained that the aid could have been distributed faster if the roads hadn't been	**ENG.8.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature". **ENG.8.7.L2** Students can bring together the information in the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.L3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" in relation to themselves or others, both individually and/or with others.ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.7.R1** Students can prepare for reading the content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" efficiently and effectively.ENG.8.7.R2. Students can bring information together about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" through skimming, scanning and detailed reading.ENG.8.7.R3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" in relation to themselves or others, both individually and/or with others.ENG.8.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.7.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W3. Students can construct new written content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" based on their understanding of the model(s) provided.ENG.8.7.W4. Students can practise producing written content based on the current theme "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W6. Students can reconstruct their writing about the current theme on "life in nature and global	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a "future diary" 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, like AI, robots, and robotics, could change life and how consumer habits impact people's lives and nature. They will write about how robots might help people at work, in schools, 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
				blocked).-Modals in the Past: (The evacuation should have been carried out earlier to save more lives).- “Could have V3”: (It could have been Sarah making the noise last night).- “Must have V3” (She must have been asleep when I walked in the room).- “Need have V3” (You needn’t have gotten up so early). - “Should have V3” (They should have arrived a long time ago).- “Would have V3”: (He would have helped you if you had asked him).- “Can’t have V3”: (They can’t have been at school). Functions of Target Grammatical Structures in Use:-Use of Reported Speech: Modals in the Past for Reporting in Daily Speech: Reporting past ability, suggestion, obligation or assumption.-Use of Modals in the Past: Expressing past possibilities, obligations, and regrets. *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	problems with impact of technology on global issues; impact of consumerism on people’s life and nature” to communicate effectively about it.ENG.8.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” in relation to themselves or others, both individually and/or with others.ENG.8.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.ENG.8.7.S2. Students can analyse and understand the model content related to “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” to support the production of spoken language.ENG.8.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature”.ENG.8.7.S4. Students can construct meaningful spoken content about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” through efficient and meaningful practice.ENG.8.7.S5. Students can reconstruct the information about “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life and nature” when communicating with others.ENG.8.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in nature and global problems with impact of technology on global issues; impact of consumerism on people’s life 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
				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: Our teacher is always in the driver's seat! Our "throw away society" consumes too much! This tech team is at the cutting edge! We need to protect the environment to reach the light at the end of the tunnel. Target Phonological Sounds in Use: Vowel: u Consonants: q, r, s, t Vowel: u: (/ju /, / /, /ju /, silent /u/) Consonants: q: (/kju /, / k/); r: (/ (Br), silent /r/ (Br), /a (AmE), / / (AmE), silent /r/ (Br)); s: (/s/, / s/, /z/, silent		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				/s/); t : (/ti /, t/, silent / t/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
32	17–21 Mayıs	5	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: Impact of technology on global issues; impact of consumerism on people's life and nature Target Vocabulary in Use (with revisional vocabulary): Vocabulary for impact of technology on global issues: Nouns: An analysis, an application, a benefit, a challenge, data (plural) (datum-singular), development, a device, an impact, an innovation, a patient, privacy, a robot, technology, a treatment. Verbs: To analyse, to apply, to benefit, to develop, to diagnose, to implement, to process, to treat. Adjectives: Advanced, beneficial, challenging, innovative, medical, technological. Adverbs: Accurately. Vocabulary for impact of consumerism on people's life and nature: Nouns: Consumption, environment, pollution, a resource, a waste. Verbs: To consume, to pollute, to purchase. Adjectives: Durable, environmental, wasteful. Adverbs: Excessively, environmentally. Target Grammatical Structures in Use:	**ENG.8.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature". **ENG.8.7.L2** Students can bring together the information in the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.L3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" in relation to themselves or others, both individually and/or with others.ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.7.R1** Students can prepare for reading the content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" efficiently and effectively.ENG.8.7.R2. Students can bring information together about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" through skimming, scanning and detailed reading.ENG.8.7.R3. Students can make sense of and derive meaning from the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" in relation to themselves or others, both individually and/or with others.ENG.8.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.7.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.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 and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W3. Students can	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will write a "future diary" 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, like AI, robots, and robotics, could change life and how consumer habits impact people's lives and nature. They will write about how robots might help people at work, in schools, 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. 19 May, The Commemoration of Atatürk, Youth and Sports Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Language Grammar in Use:- Reported Speech: Modals in the Past for Reporting in Daily Speech: (The commission explained that the aid could have been distributed faster if the roads hadn't been blocked).-Modals in the Past: (The evacuation should have been carried out earlier to save more lives).- "Could have V3": (It could have been Sarah making the noise last night).- "Must have V3" (She must have been asleep when I walked in the room).- "Need have V3" (You needn't have gotten up so early). - "Should have V3" (They should have arrived a long time ago).- "Would have V3": (He would have helped you if you had asked him).- "Can't have V3": (They can't have been at school). Functions of Target Grammatical Structures in Use:-Use of Reported Speech: Modals in the Past for Reporting in Daily Speech: Reporting past ability, suggestion, obligation or assumption.-Use of Modals in the Past: Expressing past possibilities, obligations, and regrets. *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	construct new written content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" based on their understanding of the model(s) provided.ENG.8.7.W4. Students can practise producing written content based on the current theme "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W5. Students can engage in the process of writing related to the content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.W6. Students can reconstruct their writing about the current theme on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" to communicate effectively about it.ENG.8.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" in relation to themselves or others, both individually and/or with others.ENG.8.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.S2. Students can analyse and understand the model content related to "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" to support the production of spoken language.ENG.8.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature".ENG.8.7.S4. Students can construct meaningful spoken content about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" through efficient and meaningful practice.ENG.8.7.S5. Students can reconstruct the information about "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life and nature" when communicating with others.ENG.8.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in nature and global problems with impact of technology on global issues; impact of consumerism on people's life 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
				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: Our teacher is always in the driver's seat! Our "throw away society" consumes too much! This tech team is at the cutting edge! We need to protect the environment to reach the light at the end of the tunnel.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Phonological Sounds in Use: Vowel: u Consonants: q, r, s, t Vowel: u: (/juː /, /ʊ /, /juː /, silent /u/) Consonants: q: (/kjuː /, /k/); r: (/ ː(Br), silent /r/ (Br), /aː /(AmE), / / (AmE), silent /r/ (Br)); s: (/s/, / s/, /z/, silent /s/); t : (/tiː /, /t/, silent /t/) *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.		
33	24–28 Mayıs	5	Theme 8: Lıfe In The Unıverse & The Future	Sub-themes: Search for habitable planets and famous space missions; plans and hopes for the future Target Vocabulary in Use (with revisional vocabulary): Vocabulary for search for habitable planets and famous space missions: Nouns: Space exploration, habitable planets, exoplanets, astronomy, space missions, telescopes, observatories, Mars, the Moon, space probes, colonisation, space station, black holes, the Milky Way, galaxies, space travel, interstellar, discovery, orbit. Verbs: To explore, to discover, to colonise, to launch, to orbit, to investigate, to travel, to observe, to land, to research, to analyse, to travel beyond, to reach, to survive. Adjectives: Habitable, distant, mysterious, vast, infinite, groundbreaking,	**ENG.8.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”. **ENG.8.8.L2** Students can bring together the information in the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.L3. Students can make sense of and derive meaning from the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.8.R1** Students can prepare for reading the content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” efficiently and effectively.ENG.8.8.R2. Students can bring information together about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” through skimming, scanning and detailed reading.ENG.8.8.R3. Students can make sense of and derive meaning from the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.ENG.8.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.8.G1. Students can select	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a brochure about space exploration by focussing on the search for habitable planets and famous missions. The brochure should explain key terms like “exoplanets” and “habitable zones” while highlighting future ambitions like colonisation and technological progress. Using creative visuals and target grammar (e.g. conditional sentences: “If we had more resources, space missions could expand”), students will present their brochures in class to inspire others about the possibilities of space exploration. 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
				innovative, extraterrestrial, unknown, advanced, astronomical, intergalactic. Adverbs: Exponentially, vastly, theoretically, beyond, remotely, globally, potentially, further. Vocabulary for plans and hopes for the future: Nouns: Future, plans, hopes, ambitions, innovation, technology, sustainability, progress, challenges, society, advancements, opportunities, global change, vision, breakthroughs. Verbs: To aim, to envision, to innovate, to achieve, to develop, to invest, to predict, to challenge, to create, to overcome, to aspire. Adjectives: Innovative, optimistic, sustainable, achievable, futuristic, ambitious, forward thinking, progressive, transformative. Adverbs: Boldly, strategically, progressively, ambitiously, confidently. Target Grammatical Structures in Use:- Conditional Type 3: (If the space agency had received more funding, they would have been able to launch a new spacecraft this year).-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 Target Language Grammar in Use:-Use of Conditional	and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.8.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.W3. Students can construct new written content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” based on their understanding of the model(s) provided.ENG.8.8.W4. Students can practise producing written content based on the current theme “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.W5. Students can engage in the process of writing related to the content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.W6. Students can reconstruct their writing about the current theme on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” to communicate effectively about it.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.ENG.8.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.S2. Students can analyse and understand the model content related to “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” to support the production of spoken language.ENG.8.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.S4. Students can construct meaningful spoken content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” through efficient and meaningful practice.ENG.8.8.S5. Students can reconstruct the information about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” when communicating with others.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Type 3: Expressing hypothetical or unreal situations in the past.-Use of Wish Clauses: Expressing regret about past actions or unreal situations in the present or future.-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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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: Shoot for the stars if you want to be successful! She's over the moon because she got a high mark in the exam! Space explorers are crossing new frontiers! She's beyond the stars because she became an astronaut! Target Phonological Sounds in Use: Consonants: v, w, x, y, z Consonants: v: (/viː /, /v/); w: (/w/), silent /w/); x: (/ ks/, ks/, /gz/); y: (/waɪ /, j/, /ɪ /, iː /)z: /(zed/ (Br), /ziː /(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	5	Theme 8: Lıfe In The Unıverse & The Future	Sub-themes: Search for habitable planets and famous space missions; plans and hopes for the future Target Vocabulary in Use (with revisional vocabulary): Vocabulary for search for habitable planets and famous space missions: Nouns: Space exploration, habitable planets, exoplanets, astronomy, space missions, telescopes,	**ENG.8.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future". **ENG.8.8.L2** Students can bring together the information in the current content on "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future".ENG.8.8.L3. Students can make sense of and derive meaning from the current content on "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future".ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future" in relation to themselves or others, both individually and/or with others.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future" to develop	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a brochure about space exploration by focussing on the search for habitable planets and famous missions. The brochure should explain key terms like "exoplanets" and "habitable zones" while highlighting future ambitions like colonisation and technological progress. Using creative visuals and target grammar (e.g. conditional sentences: "If we had more resources, space missions

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				observatories, Mars, the Moon, space probes, colonisation, space station, black holes, the Milky Way, galaxies, space travel, interstellar, discovery, orbit. Verbs: To explore, to discover, to colonise, to launch, to orbit, to investigate, to travel, to observe, to land, to research, to analyse, to travel beyond, to reach, to survive. Adjectives: Habitable, distant, mysterious, vast, infinite, groundbreaking, innovative, extraterrestrial, unknown, advanced, astronomical, intergalactic. Adverbs: Exponentially, vastly, theoretically, beyond, remotely, globally, potentially, further. Vocabulary for plans and hopes for the future: Nouns: Future, plans, hopes, ambitions, innovation, technology, sustainability, progress, challenges, society, advancements, opportunities, global change, vision, breakthroughs. Verbs: To aim, to envision, to innovate, to achieve, to develop, to invest, to predict, to challenge, to create, to overcome, to aspire. Adjectives: Innovative, optimistic, sustainable, achievable, futuristic, ambitious, forward thinking, progressive, transformative. Adverbs: Boldly, strategically, progressively, ambitiously, confidently. Target Grammatical Structures in Use:- Conditional Type 3: (If	holistic and conscious pronunciation skills after recognising them in context. **ENG.8.8.R1** Students can prepare for reading the content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” efficiently and effectively.ENG.8.8.R2. Students can bring information together about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” through skimming, scanning and detailed reading.ENG.8.8.R3. Students can make sense of and derive meaning from the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.ENG.8.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.8.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.W3. Students can construct new written content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” based on their understanding of the model(s) provided.ENG.8.8.W4. Students can practise producing written content based on the current theme “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.W5. Students can engage in the process of writing related to the content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.W6. Students can reconstruct their writing about the current theme on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” to communicate effectively about it.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.ENG.8.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.S2. Students can analyse and understand the model content related to “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” to support the production of spoken language.ENG.8.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.S4. Students can construct meaningful spoken content about “life in the universe and the future	could expand”), students will present their brochures in class to inspire others about the possibilities of space exploration. 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 space agency had received more funding, they would have been able to launch a new spacecraft this year).-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 Target Language Grammar in Use:-Use of Conditional Type 3: Expressing hypothetical or unreal situations in the past.-Use of Wish Clauses: Expressing regret about past actions or unreal situations in the present or future.-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	with search for habitable planets and famous space missions; plans and hopes for the future” through efficient and meaningful practice.ENG.8.8.S5. Students can reconstruct the information about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” when communicating with others.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.	

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. Target Social Language in Use: Shoot for the stars if you want to be successful! She's over the moon because she got a high mark in the exam! Space explorers are crossing new frontiers! She's beyond the stars because she became an astronaut! Target Phonological Sounds in Use: Consonants: v, w, x, y, z Consonants: v: (/vi /, /v/); w: (/w/), silent /w/); x: (/ ks/, ks/, /gz/); y: (/wa /, j/, / /, i /)z: /(zed/ (Br), /zi /(AmE), /z/). *No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in the theme.		
35	7–11 Haziran	5	Theme 8: Lıfe In The Unıverse & The Future	Sub-themes: Search for habitable planets and famous space missions; plans and hopes for the future Target Vocabulary in Use (with revisional vocabulary): Vocabulary for search for habitable planets and famous space missions: Nouns: Space exploration, habitable planets, exoplanets, astronomy, space missions, telescopes, observatories, Mars, the Moon, space probes, colonisation, space station, black holes, the Milky Way, galaxies, space travel, interstellar, discovery, orbit. Verbs: To explore, to discover, to colonise, to launch, to orbit, to investigate, to travel, to observe, to land, to research, to analyse, to travel beyond, to reach, to survive. Adjectives: Habitable, distant, mysterious, vast, infinite, groundbreaking, innovative, extraterrestrial, unknown, advanced, astronomical, intergalactic. Adverbs: Exponentially, vastly, theoretically, beyond, remotely, globally, potentially, further. Vocabulary for plans and hopes for the future: Nouns: Future, plans, hopes, ambitions, innovation, technology, sustainability, progress, challenges, society, advancements, opportunities, global change, vision, breakthroughs.	**ENG.8.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”. **ENG.8.8.L2** Students can bring together the information in the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.L3. Students can make sense of and derive meaning from the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.8.R1** Students can prepare for reading the content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” efficiently and effectively.ENG.8.8.R2. Students can bring information together about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” through skimming, scanning and detailed reading.ENG.8.8.R3. Students can make sense of and derive meaning from the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.ENG.8.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.8.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.W3. Students can construct new written content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” based on their understanding of the model(s) provided.ENG.8.8.W4. Students can practise producing written content based on the current theme “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.W5. Students can engage in the process of writing related to the content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.W6. Students can reconstruct their writing about the current theme on “life in the universe	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a brochure about space exploration by focussing on the search for habitable planets and famous missions. The brochure should explain key terms like “exoplanets” and “habitable zones” while highlighting future ambitions like colonisation and technological progress. Using creative visuals and target grammar (e.g. conditional sentences: “If we had more resources, space missions could expand”), students will present their brochures in class to inspire others about the possibilities of space exploration. 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
				Verbs: To aim, to envision, to innovate, to achieve, to develop, to invest, to predict, to challenge, to create, to overcome, to aspire. Adjectives: Innovative, optimistic, sustainable, achievable, futuristic, ambitious, forward thinking, progressive, transformative. Adverbs: Boldly, strategically, progressively, ambitiously, confidently. Target Grammatical Structures in Use:- Conditional Type 3: (If the space agency had received more funding, they would have been able to launch a new spacecraft this year).-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 Target Language Grammar in Use:-Use of Conditional Type 3: Expressing hypothetical or unreal situations in the past.-Use of Wish Clauses: Expressing regret about past actions or unreal situations in the present or future.-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	and the future with search for habitable planets and famous space missions; plans and hopes for the future” to communicate effectively about it.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.ENG.8.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.S2. Students can analyse and understand the model content related to “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” to support the production of spoken language.ENG.8.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.S4. Students can construct meaningful spoken content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” through efficient and meaningful practice.ENG.8.8.S5. Students can reconstruct the information about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” when communicating with others.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social, and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Shoot for the stars if you want to be successful! She's over the moon because she got a high mark in the exam! Space explorers are crossing new frontiers! She's beyond the stars		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				because she became an astronaut! 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	5	Theme 8: Lıfe In The Unıverse & The Future	Sub-themes: Search for habitable planets and famous space missions; plans and hopes for the future Target Vocabulary in Use (with revisional vocabulary): Vocabulary for search for habitable planets and famous space missions: Nouns: Space exploration, habitable planets, exoplanets, astronomy, space missions, telescopes, observatories, Mars, the Moon, space probes, colonisation, space station, black holes, the Milky Way, galaxies, space travel, interstellar, discovery, orbit. Verbs: To explore, to discover, to colonise, to launch, to orbit, to investigate, to travel, to observe, to land, to research, to analyse, to travel beyond, to reach, to survive. Adjectives: Habitable, distant, mysterious, vast, infinite, groundbreaking, innovative, extraterrestrial,	**ENG.8.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”. **ENG.8.8.L2** Students can bring together the information in the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.L3. Students can make sense of and derive meaning from the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.8.8.R1** Students can prepare for reading the content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” efficiently and effectively.ENG.8.8.R2. Students can bring information together about the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” through skimming, scanning and detailed reading.ENG.8.8.R3. Students can make sense of and derive meaning from the current content on “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future”.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future” in relation to themselves or others, both individually and/or with others.ENG.8.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future” after recognising them in context and developing their conscious and inductive vocabulary learning skills.ENG.8.8.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 the future with search	EVALUATION FOR THE SKILLS AND THE CONTENT: PERFORMANCE ASSIGNMENT: Students will design a brochure about space exploration by focussing on the search for habitable planets and famous missions. The brochure should explain key terms like “exoplanets” and “habitable zones” while highlighting future ambitions like colonisation and technological progress. Using creative visuals and target grammar (e.g. conditional sentences: “If we had more resources, space missions could expand”), students will present their brochures in class to inspire others about the possibilities of space exploration. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				unknown, advanced, astronomical, intergalactic. Adverbs: Exponentially, vastly, theoretically, beyond, remotely, globally, potentially, further. Vocabulary for plans and hopes for the future: Nouns: Future, plans, hopes, ambitions, innovation, technology, sustainability, progress, challenges, society, advancements, opportunities, global change, vision, breakthroughs. Verbs: To aim, to envision, to innovate, to achieve, to develop, to invest, to predict, to challenge, to create, to overcome, to aspire. Adjectives: Innovative, optimistic, sustainable, achievable, futuristic, ambitious, forward thinking, progressive, transformative. Adverbs: Boldly, strategically, progressively, ambitiously, confidently. Target Grammatical Structures in Use:- Conditional Type 3: (If the space agency had received more funding, they would have been able to launch a new spacecraft this year).-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 Target Language Grammar in Use:-Use of Conditional Type 3: Expressing hypothetical or unreal	for habitable planets and famous space missions; plans and hopes for the future", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.ENG.8.8.W1. Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future".ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future".ENG.8.8.W3. Students can construct new written content on "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future" based on their understanding of the model(s) provided.ENG.8.8.W4. Students can practise producing written content based on the current theme "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future".ENG.8.8.W5. Students can engage in the process of writing related to the content on "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future".ENG.8.8.W6. Students can reconstruct their writing about the current theme on "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future" to communicate effectively about it.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future" in relation to themselves or others, both individually and/or with others.ENG.8.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future".ENG.8.8.S2. Students can analyse and understand the model content related to "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future" to support the production of spoken language.ENG.8.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future".ENG.8.8.S4. Students can construct meaningful spoken content about "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future" through efficient and meaningful practice.ENG.8.8.S5. Students can reconstruct the information about "life in the universe and the future with search for habitable planets and famous space missions; plans and hopes for the future" when communicating with others.ENG.8.8.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 the future with search for habitable planets and famous space missions; plans and hopes for the future" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				situations in the past.-Use of Wish Clauses: Expressing regret about past actions or unreal situations in the present or future.-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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum. Target Social Language in Use: Shoot for the stars if you want to be successful! She's over the moon because she got a high mark in the exam! Space explorers are crossing new frontiers! She's beyond the stars because she became an astronaut! 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.		
37	21–25 Haziran		(Sosyal etkinlik)			

Kaynak: MEB ÇOKLU YABANCI DİL İNGİLİZCE (5-8. SINIF) TASLAK ÇERÇEVE YILLIK PLAN.xlsx (ÇYDEM 8) · 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.