2026-2027 Eğitim-Öğretim Yılı · İngilizce 9. sınıf · Hazırlık sınıfı bulunan lise Çerçeve Yıllık Planı

Haftalık 4 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	4	Orıentatıon			15 Temmuz Demokrasi ve Millî Birlik Günü
2	21–25 Eylül	4	Revısıon 1 (Tekrar)	Sub-themes represented in Revision 1 (A2 Prep Year Themes 1-8): Theme 1 - School Life: school rules, events and activities at school; people, roles and responsibilities at school. Theme 2 - Classroom Life: classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom. Theme 3 - Personal Life: body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits. Theme 4 - Family Life: family members; routines and hobbies of family members; relationships in the family. Theme 5 - Life in the Neighbourhood and City: attractions and recreational places; transportation in the neighbourhood and city. Theme 6 - Life in the World: continents, countries and nationalities; food and food culture from different parts of the world. Theme 7 - Life in Nature: daily activities in nature; extreme weather conditions; adventures in nature.	REVISION 1 revises the A2 Prep Year Themes 1-8 through integrated listening/watching, reading, speaking, writing, vocabulary and grammaring tasks. Applicable theme-specific codes across ENG.PREP.1-ENG.PREP.8: L1-L3, P1, R1-R3, V1, G1, W1-W4/W6 and S1-S5. Listening/Watching-Comprehension (L1-L3): Students can prepare and get ready for listening (to)/watching, bring together information, and make sense of and derive meaning from dialogues, podcasts, quiz shows and interviews related to the Revision 1 content. Pronunciation: Selection and Use (P1): Students can select and use target pronunciation, stress and intonation accurately and naturally while acting out dialogues, recording a podcast and taking part in quiz-show interaction. Reading-Comprehension (R1-R3): Students can prepare for reading; bring information together through skimming, scanning and detailed reading; and make sense of and derive meaning from school, family, travel, nature and space texts. Vocabulary: Selection and Use (V1): Students can recognise, infer, verify, select and use target vocabulary accurately and appropriately in the revised contexts. Grammaring: Selection and Use (G1): Students can recognise, discover, practise and use revised grammatical items in meaningful contexts to communicate accurately and naturally. Writing-Expression (W1-W4, W6): Students can prepare for writing, analyse model content, plan and construct new written content, practise producing it with appropriate vocabulary and grammar, and reconstruct information to communicate effectively in campaign descriptions, emails, travel blogs and narrative paragraphs. Speaking-Expression (S1-S5): Students can prepare to speak, analyse model spoken content, plan and construct meaningful spoken content, present it accurately and fluently, and reconstruct information when communicating in dialogues, podcasts and quiz-show tasks.	DIAGNOSTIC, FORMATIVE, AND PERFORMANCE-BASED ASSESSMENT • Listening/Watching-Comprehension: Students' understanding of gist, specific information, details, and inferences is assessed through true/false, multiple-choice, and short-answer tasks. • Reading-Comprehension: Prediction, skimming, scanning, vocabulary-in-context, matching, table/chart completion, and identifying main ideas and supporting details are assessed. • Speaking-Expression: Pair dialogues, role-plays, quiz-show interaction, and the 40-second family podcast are evaluated through an observation checklist and/or rating scale, focusing on intelligibility, fluency, interaction, relevant vocabulary, and accurate use of reviewed structures. • Writing-Expression: The classroom campaign description, family email, travel blog, and time-machine paragraph are evaluated using a rubric and/or marking scheme, focusing on task fulfilment, organisation, coherence, vocabulary, grammatical accuracy, and mechanics. • Vocabulary and Grammaring: Completion, matching, and contextual-use tasks assess the reviewed vocabulary, grammatical items, and social language from Prep Year Themes 1-8. • Teacher records strengths and learning gaps to decide what to emphasise, revise, and practise before the next revision/new themes. Peer- and self-assessment with brief supportive feedback are included.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Theme 8 - Life in the Universe: planets and satellites in the solar system; facts about planets; the Earth as a planet.		
3	28 Eylül – 2 Ekim	4	Revısıon 1 (Tekrar)	Sub-themes represented in Revision 1 (A2 Prep Year Themes 1-8): Theme 1 - School Life: school rules, events and activities at school; people, roles and responsibilities at school. Theme 2 - Classroom Life: classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and learning activities in the classroom. Theme 3 - Personal Life: body parts and physical appearance; clothing, dressing and fashion preferences; personality and traits. Theme 4 - Family Life: family members; routines and hobbies of family members; relationships in the family. Theme 5 - Life in the Neighbourhood and City: attractions and recreational places; transportation in the neighbourhood and city. Theme 6 - Life in the World: continents, countries and nationalities; food and food culture from different parts of the world. Theme 7 - Life in Nature: daily activities in nature; extreme weather conditions; adventures in nature.	REVISION 1 revises the A2 Prep Year Themes 1-8 through integrated listening/watching, reading, speaking, writing, vocabulary and grammaring tasks. Applicable theme-specific codes across ENG.PREP.1-ENG.PREP.8: L1-L3, P1, R1-R3, V1, G1, W1-W4/W6 and S1-S5. Listening/Watching-Comprehension (L1-L3): Students can prepare and get ready for listening (to)/watching, bring together information, and make sense of and derive meaning from dialogues, podcasts, quiz shows and interviews related to the Revision 1 content. Pronunciation: Selection and Use (P1): Students can select and use target pronunciation, stress and intonation accurately and naturally while acting out dialogues, recording a podcast and taking part in quiz-show interaction. Reading-Comprehension (R1-R3): Students can prepare for reading; bring information together through skimming, scanning and detailed reading; and make sense of and derive meaning from school, family, travel, nature and space texts. Vocabulary: Selection and Use (V1): Students can recognise, infer, verify, select and use target vocabulary accurately and appropriately in the revised contexts. Grammaring: Selection and Use (G1): Students can recognise, discover, practise and use revised grammatical items in meaningful contexts to communicate accurately and naturally. Writing-Expression (W1-W4, W6): Students can prepare for writing, analyse model content, plan and construct new written content, practise producing it with appropriate vocabulary and grammar, and reconstruct information to communicate effectively in campaign descriptions, emails, travel blogs and narrative paragraphs. Speaking-Expression (S1-S5): Students can prepare to speak, analyse model spoken content, plan and construct meaningful spoken content, present it accurately and fluently, and reconstruct information when communicating in dialogues, podcasts and quiz-show tasks.	DIAGNOSTIC, FORMATIVE, AND PERFORMANCE-BASED ASSESSMENT • Listening/Watching-Comprehension: Students' understanding of gist, specific information, details, and inferences is assessed through true/false, multiple-choice, and short-answer tasks. • Reading-Comprehension: Prediction, skimming, scanning, vocabulary-in-context, matching, table/chart completion, and identifying main ideas and supporting details are assessed. • Speaking-Expression: Pair dialogues, role-plays, quiz-show interaction, and the 40-second family podcast are evaluated through an observation checklist and/or rating scale, focusing on intelligibility, fluency, interaction, relevant vocabulary, and accurate use of reviewed structures. • Writing-Expression: The classroom campaign description, family email, travel blog, and time-machine paragraph are evaluated using a rubric and/or marking scheme, focusing on task fulfilment, organisation, coherence, vocabulary, grammatical accuracy, and mechanics. • Vocabulary and Grammaring: Completion, matching, and contextual-use tasks assess the reviewed vocabulary, grammatical items, and social language from Prep Year Themes 1-8. • Teacher records strengths and learning gaps to decide what to emphasise, revise, and practise before the next revision/new themes. Peer- and self-assessment with brief supportive feedback are included.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Theme 8 - Life in the Universe: planets and satellites in the solar system; facts about planets; the Earth as a planet.		
4	5–9 Ekim	4	Revısıon 2 (Tekrar)	Sub-themes represented in Revision 2 (A2 Prep Year Themes 9-16): Theme 9 - School Life & Education: Different types of schools in the world; extracurricular activities at school; dealing with school anxiety. Theme 10 - Classrom Life and Learning with Technology: Technological classroom tools, learning with technology, future classrooms. Theme 11 - Personal Life and Well-being: Body parts, human illnesses and diseases, human well-being, human nature, well-being for the future. Theme 12 - Family Life and the Future: Family members' future aspirations, family members' dreams and ambitions. Theme 13 - Life in the Neighbourhood, City and Social Life: Cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city. Theme 14 - Life in the World and Culture: Capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world.	REVISION 2 revises the A2 Prep Year Themes 9-16 through integrated listening/watching, reading, speaking, writing, vocabulary and grammaring tasks. Applicable theme-specific codes across ENG.PREP.9-ENG.PREP.16: L1-L3, P1, R1-R3, V1, G1, W1-W4/W6 and S1-S5. Listening/Watching-Comprehension (L1-L3): Students can prepare and get ready for listening (to)/watching, bring together information, and make sense of and derive meaning from dialogues, podcasts, quiz shows and interviews related to the Revision 2 content. Pronunciation: Selection and Use (P1): Students can select and use target pronunciation, stress and intonation accurately and naturally while acting out dialogues, recording a podcast and taking part in quiz-show interaction. Reading-Comprehension (R1-R3): Students can prepare for reading; bring information together through skimming, scanning and detailed reading; and make sense of and derive meaning from school, family, travel, nature and space texts. Vocabulary: Selection and Use (V1): Students can recognise, infer, verify, select and use target vocabulary accurately and appropriately in the revised contexts. Grammaring: Selection and Use (G1): Students can recognise, discover, practise and use revised grammatical items in meaningful contexts to communicate accurately and naturally. Writing-Expression (W1-W4, W6): Students can prepare for writing, analyse model content, plan and construct new written content, practise producing it with appropriate vocabulary and grammar, and reconstruct information to communicate effectively in campaign descriptions, emails, travel blogs and narrative paragraphs. Speaking-Expression (S1-S5): Students can prepare to speak, analyse model spoken content, plan and construct meaningful spoken content, present it accurately and fluently, and reconstruct information when communicating in dialogues, podcasts and quiz-show tasks.	• Listening/Watching-Comprehension: Students' understanding of gist, specific information, details, and inferences is assessed through true/false, multiple-choice, and short-answer tasks. • Reading-Comprehension: Prediction, skimming, scanning, vocabulary-in-context, matching, table/chart completion, and identifying main ideas and supporting details are assessed. • Speaking-Expression: Pair dialogues, role-plays, quiz-show interaction, and the 40-second family podcast are evaluated through an observation checklist and/or rating scale, focusing on intelligibility, fluency, interaction, relevant vocabulary, and accurate use of reviewed structures. • Writing-Expression: The classroom campaign description, family email, travel blog, and time-machine paragraph are evaluated using a rubric and/or marking scheme, focusing on task fulfilment, organisation, coherence, vocabulary, grammatical accuracy, and mechanics. • Vocabulary and Grammaring: Completion, matching, and contextual-use tasks assess the reviewed vocabulary, grammatical items, and social language from Prep Year Themes 9-16. • Teacher records strengths and learning gaps to decide what to emphasise, revise, and practise before the next revision/new themes. Peer- and self-assessment with brief supportive feedback are included.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Theme 15 - Life in Nature and Global Problems: Natural resources; animals in nature and their habitats; protecting natural resources and animals. Theme 16 - Life in the Universe and Future: Astronaut life on space stations; space explorations; life in the future.		
5	12–16 Ekim	4	Revısıon 2 (Tekrar)	Sub-themes represented in Revision 2 (A2 Prep Year Themes 9-16): Theme 9 - School Life & Education: Different types of schools in the world; extracurricular activities at school; dealing with school anxiety. Theme 10 - Classrom Life and Learning with Technology: Technological classroom tools, learning with technology, future classrooms. Theme 11 - Personal Life and Well-being: Body parts, human illnesses and diseases, human well-being, human nature, well-being for the future. Theme 12 - Family Life and the Future: Family members' future aspirations, family members' dreams and ambitions. Theme 13 - Life in the Neighbourhood, City and Social Life: Cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; problems in the neighbourhood and the city. Theme 14 - Life in the	REVISION 2 revises the A2 Prep Year Themes 9-16 through integrated listening/watching, reading, speaking, writing, vocabulary and grammaring tasks. Applicable theme-specific codes across ENG.PREP.9-ENG.PREP.16: L1-L3, P1, R1-R3, V1, G1, W1-W4/W6 and S1-S5. Listening/Watching-Comprehension (L1-L3): Students can prepare and get ready for listening (to)/watching, bring together information, and make sense of and derive meaning from dialogues, podcasts, quiz shows and interviews related to the Revision 2 content. Pronunciation: Selection and Use (P1): Students can select and use target pronunciation, stress and intonation accurately and naturally while acting out dialogues, recording a podcast and taking part in quiz-show interaction. Reading-Comprehension (R1-R3): Students can prepare for reading; bring information together through skimming, scanning and detailed reading; and make sense of and derive meaning from school, family, travel, nature and space texts. Vocabulary: Selection and Use (V1): Students can recognise, infer, verify, select and use target vocabulary accurately and appropriately in the revised contexts. Grammaring: Selection and Use (G1): Students can recognise, discover, practise and use revised grammatical items in meaningful contexts to communicate accurately and naturally. Writing-Expression (W1-W4, W6): Students can prepare for writing, analyse model content, plan and construct new written content, practise producing it with appropriate vocabulary and grammar, and reconstruct information to communicate effectively in campaign descriptions, emails, travel blogs and narrative paragraphs. Speaking-Expression (S1-S5): Students can prepare to speak, analyse model spoken content, plan and construct meaningful spoken content, present it accurately and fluently, and reconstruct information when communicating in dialogues, podcasts and quiz-show tasks.	• Listening/Watching-Comprehension: Students' understanding of gist, specific information, details, and inferences is assessed through true/false, multiple-choice, and short-answer tasks. • Reading-Comprehension: Prediction, skimming, scanning, vocabulary-in-context, matching, table/chart completion, and identifying main ideas and supporting details are assessed. • Speaking-Expression: Pair dialogues, role-plays, quiz-show interaction, and the 40-second family podcast are evaluated through an observation checklist and/or rating scale, focusing on intelligibility, fluency, interaction, relevant vocabulary, and accurate use of reviewed structures. • Writing-Expression: The classroom campaign description, family email, travel blog, and time-machine paragraph are evaluated using a rubric and/or marking scheme, focusing on task fulfilment, organisation, coherence, vocabulary, grammatical accuracy, and mechanics. • Vocabulary and Grammaring: Completion, matching, and contextual-use tasks assess the reviewed vocabulary, grammatical items, and social language from Prep Year Themes 9-16. • Teacher records strengths and learning gaps to decide what to emphasise, revise, and practise before the next revision/new themes. Peer- and self-assessment with brief supportive feedback are included.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				World and Culture: Capitals of countries; landmarks and famous places in capitals and cities; cultural differences in different parts of the world. Theme 15 - Life in Nature and Global Problems: Natural resources; animals in nature and their habitats; protecting natural resources and animals. Theme 16 - Life in the Universe and Future: Astronaut life on space stations; space explorations; life in the future.		
6	19–23 Ekim	4	Theme 1: School Lıfe & Educatıon	"Sub-themes: ""Comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; national days and celebrations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for comparing different school systems (local and international): Nouns: A schedule, a process, a curriculum, a structure, an evaluation, diversity, a scheme, a separation. Verbs: To differ, to eliminate, to adapt, to vary, to distinguish. Adjectives: Compulsory, distinct, diverse, comprehensive, flexible, structural, intense, broad, efficient, distinct,	**ENG.9.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.L2** Students can bring together the information in the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.L3** Students can make sense of and derive meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.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 with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.1.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 with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.1.R1** Students can prepare for reading the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" efficiently and effectively. **ENG.9.1.R2** Students can bring information together about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through skimming, scanning and detailed reading. **ENG.9.1.R3** Students can make sense of and derive meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their	PERFORMANCE ASSIGNMENT: Students will explore the theme "School Life and Education" with a specific focus for comparing different school systems (both local and international), different education systems, and also school traditions, events, and celebrations. Students will research and prepare a multimedia presentation by comparing the structure, curriculum, and teaching methods of schools in their country with those in another country of their choice. They will also examine how schools around the world celebrate national days, festivals, and other events. The project will include visual aids such as posters or slides, and also a reflection on how these traditions and systems shape student experiences and learning. Finally, students will offer their own ideas for a new event or celebration that could enrich school life and develop cultural understanding. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				unequal, comparable. Adverbs: Adequately, appropriately, consequently, considerably, critically, efficiently, extensively, primarily. Phrases for different education systems: Individual learning, critical thinking, an extracurricular activity, global citizenship, a multilingual education. Vocabulary for comparing different education and school systems: Prepositions: Unlike. Conjunctions: whereas, while. Adverb: Yet. Prepositional phrases: in comparison, compared to, contrary to. Adverbial Phrases: on the contrary, in contrast, on the other hand. Vocabulary for school traditions, events and celebrations: Nouns: A school badge, a competition, an award, a tradition, a parade, a debate, a contestant, opening day activities (icebreakers, orientation sessions), an educational excursion, a dance recital, a raffle, an award ceremony. Verbs: to compete, to perform, to participate, to gather, to present, to volunteer, to host, to support, to cheer. Adjectives: Annual, traditional, collaborative.	countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.1.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.1.W1** Students can prepare for writing efficiently and accurately based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W3** Students can construct new written content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" based on their understanding of the model(s) provided. **ENG.9.1.W4** Students can practise producing written content based on the current theme "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W5** Students can engage in the process of writing related to the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W6** Students can reconstruct their writing about the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to communicate effectively about it. **ENG.9.1.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.1.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.S2** Students can analyse and understand the model content related to "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to support the production of spoken language. **ENG.9.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.S4** Students can construct meaningful spoken content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through efficient and meaningful practice. **ENG.9.1.S5** Students can reconstruct the information about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" when communicating with others. **ENG.9.1.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others.	

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				*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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language		

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				Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense with certain Verbs: (like, prefer, understand, want, need, know, mean, believe, remember, forget) vs the Present Progressive Tense: (The school wants to organize a book fair. Yet, the students are joining a sports tournament now). - Adverbs of Frequency (always, never, seldom, sometimes, often, etc): (The curriculum always differs from school to school). - "May and Might" for Polite Requests: (May I see your passport?) - "Can and Could" for Polite Requests: (Can I see the manager? Could you say it again?) - Articles and Quantifiers (A, an, the, zero article, one): (This international school hosts a folk dance recital every year) -Question Tags with the Simple Present Tense and the Present Progressive Tense: (She is organising an art exhibition, isn't she?) - "Shall" for Polite Requests: (Shall we go to the exhibition?) Functions of the Grammatical Structures in Use: -Use of the Simple		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Present Tense vs the Present Progressive Tense: Contrasting what usually happens with what is happening now. -Different uses of the Simple Present Tense: (Newspaper Headlines: Schools close on Thursday). (Emphatic Use: I do like my school) (Imperative Use: Every Monday, you stand in line for the assembly). -Use of Adverbs of Frequency: Expressing how often certain activities or routines take place in schools; describing patterns in students' participation or stress-related issues. -Use of "May, Might, Can, Could" for Polite Questions: Asking polite questions. -Use of Articles and Quantifiers (A, an, the, zero article, one): Introducing nouns and providing information about the specificity and countability of nouns. -Use of Question Tags with the Simple Present Tense and the Present Progressive Tense: Confirming or clarifying information. -Use of "Shall" for Polite Requests: Offering or proposing politely. Target Social Language Expressions in Use: Education is the passport to the future. Teamwork makes the dream work!		

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				Stay curious, stay hungry for knowledge! We have different systems, but the goal is the same. Target Phonological Sounds in Use: -Intonation for positive statements, negative statements, questions, and question tags. *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme)."		
7	26–30 Ekim	4	Theme 1: School Lıfe & Educatıon	"Sub-themes: ""Comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; national days and celebrations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for comparing different school systems (local and international): Nouns: A schedule, a process, a curriculum, a structure, an evaluation, diversity, a scheme, a separation. Verbs: To differ, to eliminate, to adapt, to vary, to distinguish. Adjectives: Compulsory, distinct, diverse, comprehensive, flexible, structural, intense,	**ENG.9.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.L2** Students can bring together the information in the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.L3** Students can make sense of and derive meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.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 with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.1.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 with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.1.R1** Students can prepare for reading the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" efficiently and effectively. **ENG.9.1.R2** Students can bring information together about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through skimming, scanning and detailed reading. **ENG.9.1.R3** Students can make sense of and derive meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the	PERFORMANCE ASSIGNMENT: Students will explore the theme "School Life and Education" with a specific focus for comparing different school systems (both local and international), different education systems, and also school traditions, events, and celebrations. Students will research and prepare a multimedia presentation by comparing the structure, curriculum, and teaching methods of schools in their country with those in another country of their choice. They will also examine how schools around the world celebrate national days, festivals, and other events. The project will include visual aids such as posters or slides, and also a reflection on how these traditions and systems shape student experiences and learning. Finally, students will offer their own ideas for a new event or celebration that could enrich school life and develop cultural understanding. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Cumhuriyet Bayramı (29 Ekim)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				broad, efficient, distinct, unequal, comparable. Adverbs: Adequately, appropriately, consequently, considerably, critically, efficiently, extensively, primarily. Phrases for different education systems: Individual learning, critical thinking, an extracurricular activity, global citizenship, a multilingual education. Vocabulary for comparing different education and school systems: Prepositions: Unlike. Conjunctions: whereas, while. Adverb: Yet. Prepositional phrases: in comparison, compared to, contrary to. Adverbial Phrases: on the contrary, in contrast, on the other hand. Vocabulary for school traditions, events and celebrations: Nouns: A school badge, a competition, an award, a tradition, a parade, a debate, a contestant, opening day activities (icebreakers, orientation sessions), an educational excursion, a dance recital, a raffle, an award ceremony. Verbs: to compete, to perform, to participate, to gather, to present, to volunteer, to host, to support, to cheer. Adjectives: Annual,	current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.1.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.1.W1** Students can prepare for writing efficiently and accurately based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W3** Students can construct new written content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" based on their understanding of the model(s) provided. **ENG.9.1.W4** Students can practise producing written content based on the current theme "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W5** Students can engage in the process of writing related to the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W6** Students can reconstruct their writing about the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to communicate effectively about it. **ENG.9.1.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.1.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.S2** Students can analyse and understand the model content related to "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to support the production of spoken language. **ENG.9.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.S4** Students can construct meaningful spoken content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through efficient and meaningful practice. **ENG.9.1.S5** Students can reconstruct the information about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" when communicating with others. **ENG.9.1.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				traditional, collaborative. *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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				English Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense with certain Verbs: (like, prefer, understand, want, need, know, mean, believe, remember, forget) vs the Present Progressive Tense: (The school wants to organize a book fair. Yet, the students are joining a sports tournament now). - Adverbs of Frequency (always, never, seldom, sometimes, often, etc): (The curriculum always differs from school to school). - "May and Might" for Polite Requests: (May I see your passport?) - "Can and Could" for Polite Requests: (Can I see the manager? Could you say it again?) - Articles and Quantifiers (A, an, the, zero article, one): (This international school hosts a folk dance recital every year) -Question Tags with the Simple Present Tense and the Present Progressive Tense: (She is organising an art exhibition, isn’t she?) - "Shall" for Polite Requests: (Shall we go to the exhibition?) Functions of the Grammatical Structures in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of the Simple Present Tense vs the Present Progressive Tense: Contrasting what usually happens with what is happening now. -Different uses of the Simple Present Tense: (Newspaper Headlines: Schools close on Thursday). (Emphatic Use: I do like my school) (Imperative Use: Every Monday, you stand in line for the assembly). -Use of Adverbs of Frequency: Expressing how often certain activities or routines take place in schools; describing patterns in students' participation or stress-related issues. -Use of "May, Might, Can, Could" for Polite Questions: Asking polite questions. -Use of Articles and Quantifiers (A, an, the, zero article, one): Introducing nouns and providing information about the specificity and countability of nouns. -Use of Question Tags with the Simple Present Tense and the Present Progressive Tense: Confirming or clarifying information. -Use of "Shall" for Polite Requests: Offering or proposing politely. Target Social Language Expressions in Use: Education is the passport to the future. Teamwork makes the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				dream work! Stay curious, stay hungry for knowledge! We have different systems, but the goal is the same. Target Phonological Sounds in Use: -Intonation for positive statements, negative statements, questions, and question tags. *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme)."		
8	2–6 Kasım	4	Theme 1: School Lıfe & Educatıon	"Sub-themes: ""Comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; national days and celebrations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for comparing different school systems (local and international): Nouns: A schedule, a process, a curriculum, a structure, an evaluation, diversity, a scheme, a separation. Verbs: To differ, to eliminate, to adapt, to vary, to distinguish. Adjectives: Compulsory, distinct, diverse, comprehensive, flexible,	**ENG.9.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.L2** Students can bring together the information in the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.L3** Students can make sense of and derive meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.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 with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.1.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 with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.1.R1** Students can prepare for reading the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" efficiently and effectively. **ENG.9.1.R2** Students can bring information together about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through skimming, scanning and detailed reading. **ENG.9.1.R3** Students can make sense of and derive meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others.	PERFORMANCE ASSIGNMENT: Students will explore the theme "School Life and Education" with a specific focus for comparing different school systems (both local and international), different education systems, and also school traditions, events, and celebrations. Students will research and prepare a multimedia presentation by comparing the structure, curriculum, and teaching methods of schools in their country with those in another country of their choice. They will also examine how schools around the world celebrate national days, festivals, and other events. The project will include visual aids such as posters or slides, and also a reflection on how these traditions and systems shape student experiences and learning. Finally, students will offer their own ideas for a new event or celebration that could enrich school life and develop cultural understanding. 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
				structural, intense, broad, efficient, distinct, unequal, comparable. Adverbs: Adequately, appropriately, consequently, considerably, critically, efficiently, extensively, primarily. Phrases for different education systems: Individual learning, critical thinking, an extracurricular activity, global citizenship, a multilingual education. Vocabulary for comparing different education and school systems: Prepositions: Unlike. Conjunctions: whereas, while. Adverb: Yet. Prepositional phrases: in comparison, compared to, contrary to. Adverbial Phrases: on the contrary, in contrast, on the other hand. Vocabulary for school traditions, events and celebrations: Nouns: A school badge, a competition, an award, a tradition, a parade, a debate, a contestant, opening day activities (icebreakers, orientation sessions), an educational excursion, a dance recital, a raffle, an award ceremony. Verbs: to compete, to perform, to participate, to gather, to present, to volunteer, to host, to support, to cheer.	**ENG.9.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.1.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.1.W1** Students can prepare for writing efficiently and accurately based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W3** Students can construct new written content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" based on their understanding of the model(s) provided. **ENG.9.1.W4** Students can practise producing written content based on the current theme "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W5** Students can engage in the process of writing related to the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W6** Students can reconstruct their writing about the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to communicate effectively about it. **ENG.9.1.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.1.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.S2** Students can analyse and understand the model content related to "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to support the production of spoken language. **ENG.9.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.S4** Students can construct meaningful spoken content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through efficient and meaningful practice. **ENG.9.1.S5** Students can reconstruct the information about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" when communicating with others. **ENG.9.1.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Adjectives: Annual, traditional, collaborative. *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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense with certain Verbs: (like, prefer, understand, want, need, know, mean, believe, remember, forget) vs the Present Progressive Tense: (The school wants to organize a book fair. Yet, the students are joining a sports tournament now). - Adverbs of Frequency (always, never, seldom, sometimes, often, etc): (The curriculum always differs from school to school). - "May and Might" for Polite Requests: (May I see your passport?) - "Can and Could" for Polite Requests: (Can I see the manager? Could you say it again?) - Articles and Quantifiers (A, an, the, zero article, one): (This international school hosts a folk dance recital every year) -Question Tags with the Simple Present Tense and the Present Progressive Tense: (She is organising an art exhibition, isn't she?) - "Shall" for Polite Requests: (Shall we go to the exhibition?) Functions of the Grammatical Structures in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of the Simple Present Tense vs the Present Progressive Tense: Contrasting what usually happens with what is happening now. -Different uses of the Simple Present Tense: (Newspaper Headlines: Schools close on Thursday). (Emphatic Use: I do like my school) (Imperative Use: Every Monday, you stand in line for the assembly). -Use of Adverbs of Frequency: Expressing how often certain activities or routines take place in schools; describing patterns in students' participation or stress-related issues. -Use of "May, Might, Can, Could" for Polite Questions: Asking polite questions. -Use of Articles and Quantifiers (A, an, the, zero article, one): Introducing nouns and providing information about the specificity and countability of nouns. -Use of Question Tags with the Simple Present Tense and the Present Progressive Tense: Confirming or clarifying information. -Use of "Shall" for Polite Requests: Offering or proposing politely. Target Social Language Expressions in Use: Education is the passport to the future.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Teamwork makes the dream work! Stay curious, stay hungry for knowledge! We have different systems, but the goal is the same. Target Phonological Sounds in Use: -Intonation for positive statements, negative statements, questions, and question tags. *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme)."		
9	9–13 Kasım	2	Theme 1: School Lıfe & Educatıon Theme 2: Classroom Lıfe & Learnıng	"Sub-themes: ""Comparing different school systems (local and international) and different education systems; school traditions, events, and celebration activities; national days and celebrations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for comparing different school systems (local and international): Nouns: A schedule, a process, a curriculum, a structure, an evaluation, diversity, a scheme, a separation. Verbs: To differ, to eliminate, to adapt, to vary, to distinguish. Adjectives: Compulsory, distinct, diverse,	**ENG.9.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.L2** Students can bring together the information in the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.L3** Students can make sense of and derive meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.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 with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.1.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 with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.1.R1** Students can prepare for reading the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" efficiently and effectively. **ENG.9.1.R2** Students can bring information together about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through skimming, scanning and detailed reading. **ENG.9.1.R3** Students can make sense of and derive meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and	PERFORMANCE ASSIGNMENT: Students will explore the theme "School Life and Education" with a specific focus for comparing different school systems (both local and international), different education systems, and also school traditions, events, and celebrations. Students will research and prepare a multimedia presentation by comparing the structure, curriculum, and teaching methods of schools in their country with those in another country of their choice. They will also examine how schools around the world celebrate national days, festivals, and other events. The project will include visual aids such as posters or slides, and also a reflection on how these traditions and systems shape student experiences and learning. Finally, students will offer their own ideas for a new event or celebration that could enrich school life and develop cultural understanding. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. PERFORMANCE ASSIGNMENT: Students will focus on the theme "classroom life and learning" by reflecting on their favourite school

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				comprehensive, flexible, structural, intense, broad, efficient, distinct, unequal, comparable. Adverbs: Adequately, appropriately, consequently, considerably, critically, efficiently, extensively, primarily. Phrases for different education systems: Individual learning, critical thinking, an extracurricular activity, global citizenship, a multilingual education. Vocabulary for comparing different education and school systems: Prepositions: Unlike. Conjunctions: whereas, while. Adverb: Yet. Prepositional phrases: in comparison, compared to, contrary to. Adverbial Phrases: on the contrary, in contrast, on the other hand. Vocabulary for school traditions, events and celebrations: Nouns: A school badge, a competition, an award, a tradition, a parade, a debate, a contestant, opening day activities (icebreakers, orientation sessions), an educational excursion, a dance recital, a raffle, an award ceremony. Verbs: to compete, to perform, to participate, to gather, to present, to volunteer, to host, to support, to cheer.	celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.1.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.1.W1** Students can prepare for writing efficiently and accurately based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W3** Students can construct new written content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" based on their understanding of the model(s) provided. **ENG.9.1.W4** Students can practise producing written content based on the current theme "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W5** Students can engage in the process of writing related to the content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.W6** Students can reconstruct their writing about the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to communicate effectively about it. **ENG.9.1.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.1.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.S2** Students can analyse and understand the model content related to "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to support the production of spoken language. **ENG.9.1.S3** Students can produce meaningful and accurate spoken content related to the current theme on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations". **ENG.9.1.S4** Students can construct meaningful spoken content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" through efficient and meaningful practice. **ENG.9.1.S5** Students can reconstruct the information about "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" when communicating with others. **ENG.9.1.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.9.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on "classroom	subjects, learning activities, study tools and innovations. They will write a personalised project in which they design their ideal classroom environment by adding their preferred subjects, activities, and tools. Students will explain why these elements make learning enjoyable or effective for them, and they will suggest improvements for their least favourite aspects. The project can be presented as a written report, a creative poster, or a short video. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Atatürk Haftası (10-16 Kasım)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Adjectives: Annual, traditional, collaborative. *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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this	life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.L2** Students can bring together the information in the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.L3** Students can make sense of and derive meaning from the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.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 with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.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 with classmates, friendships, daily and study routines, habits, and activities" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.2.R1** Students can prepare for reading the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" efficiently and effectively. **ENG.9.2.R2** Students can bring information together about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" through skimming, scanning and detailed reading. **ENG.9.2.R3** Students can make sense of and derive meaning from the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.2.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.2.W1** Students can prepare for writing efficiently and accurately based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W3** Students can construct new written content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" based on their understanding of the model(s) provided. **ENG.9.2.W4** Students can practise producing written content based on the current theme "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W5** Students can engage in the process of writing related to the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W6** Students can reconstruct their writing about the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities" to communicate effectively about it. **ENG.9.2.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.S2** Students can analyse and understand the model content related to "classroom life with classmates, friendships, daily and study routines, habits, and activities" to support the production of spoken language. **ENG.9.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.S4** Students can construct meaningful spoken content on "classroom life with classmates, friendships,	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense with certain Verbs: (like, prefer, understand, want, need, know, mean, believe, remember, forget) vs the Present Progressive Tense: (The school wants to organize a book fair. Yet, the students are joining a sports tournament now). - Adverbs of Frequency (always, never, seldom, sometimes, often, etc): (The curriculum always differs from school to school). - "May and Might" for Polite Requests: (May I see your passport?) - "Can and Could" for Polite Requests: (Can I see the manager? Could you say it again?) - Articles and Quantifiers (A, an, the, zero article, one): (This international school hosts a folk dance recital every year) -Question Tags with the Simple Present Tense and the Present Progressive Tense: (She is organising an art exhibition, isn't she?) - "Shall" for Polite Requests: (Shall we go to the exhibition?) Functions of the Grammatical Structures	daily and study routines, habits, and activities" through efficient and meaningful practice. **ENG.9.2.S5** Students can reconstruct the information about "classroom life with classmates, friendships, daily and study routines, habits, and activities" when communicating with others. **ENG.9.2.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in Use: -Use of the Simple Present Tense vs the Present Progressive Tense: Contrasting what usually happens with what is happening now. -Different uses of the Simple Present Tense: (Newspaper Headlines: Schools close on Thursday). (Emphatic Use: I do like my school) (Imperative Use: Every Monday, you stand in line for the assembly). -Use of Adverbs of Frequency: Expressing how often certain activities or routines take place in schools; describing patterns in students' participation or stress-related issues. -Use of "May, Might, Can, Could" for Polite Questions: Asking polite questions. -Use of Articles and Quantifiers (A, an, the, zero article, one): Introducing nouns and providing information about the specificity and countability of nouns. -Use of Question Tags with the Simple Present Tense and the Present Progressive Tense: Confirming or clarifying information. -Use of "Shall" for Polite Requests: Offering or proposing politely. Target Social Language Expressions in Use: Education is the passport to the future.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Teamwork makes the dream work! Stay curious, stay hungry for knowledge! We have different systems, but the goal is the same. Target Phonological Sounds in Use: -Intonation for positive statements, negative statements, questions, and question tags. *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme)." Sub-themes: "Favourite school subjects, learning activities, study tools and innovations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for favourite school subjects and learning activities: Nouns: Passion, curiosity, satisfaction, confidence, inspiration, success, motivation. Verbs: To activate, to appreciate, to look forward to, to discover, to succeed in, to grasp. Adjectives: Engaging, inspiring, rewarding, satisfying, passionate, practical, educational, productive. Nouns: Frustration, boredom, confusion, tension, anxiety, struggle, failure, reluctance, avoidance, exhaustion, demotivation.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Verbs: To avoid, to ignore, to complain, to tolerate, to skip, to lose interest, to give up. Adjectives: Confusing, frustrating, exhausting, irrelevant. Vocabulary for favourite learning activities: Nouns: A debate, a presentation, a group discussion, a brainstorming session, art and craft, a quiz competition, storytelling, creating a model, field research, memorization, a repetition practice, doing a drill, silent reading, note-taking. Vocabulary for favourite study tools and innovations: Adjectives: Efficient, user-friendly, accessible, out of date, complicated, inconvenient, old-fashioned. *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		

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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense for the Future: (The presentation starts in ten minutes). -The Present Progressive Tense for the Future: (I am writing an essay tonight). -The Present Progressive Tense with Always: (He is always postponing his duties). -Question Tags for Related Tenses: (He is		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				always complaining about field research, isn't he?) -Making Adverbs from Adjectives (Regular and Irregular): They are quick runners. They run quickly). -Adjectives with -ed vs -ing: (Group discussions are complicated). -Correlative Conjunctions (either, neither): (She isn't attending a group discussion next week, either). -Elliptical Responses (So do I, I hope so, etc.): (She likes brainstorming sessions. So do I). Functions of the Grammatical Structures in Use: -Use of the Simple Present Tense for the Future: Describing scheduled future events fixed with timetables or plans. -Use of the Present Progressive Tense for the Future: Describing planned future actions that are already arranged or decided. -Use of the Present Progressive Tense with always: Describing actions that cause irritation. -Use of Adverbs Made from Adjectives: Describing where, how, when, to what extent some things happen.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Question Tags for Related Tenses: Confirming or clarifying information. -Use of Adjectives with -ed vs -ing: Describing the thing or situation that causes the feeling. -Use of Correlative Conjunctions (either, neither): Describing two alternatives or a negative choice between two alternatives. -Use of Elliptical Responses (So do I, I hope so, etc.): Giving brief answers in a conversation to avoid unnecessary repetition. Target Social Language Expressions in Use: Mistakes are proof you're trying! Ask questions, grow smarter! This class is our learning playground! I meant to do it, but I totally spaced out. Let's ask the teacher, just in case. Target Phonological Sounds in Use: -Intonation for positive statements, negative statements, questions, and question tags.		
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	4	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: "Favourite school subjects, learning activities, study tools and innovations"	**ENG.9.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.L2** Students can bring together the information in the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities".	PERFORMANCE ASSIGNMENT: Students will focus on the theme "classroom life and learning" by reflecting on their favourite school

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Vocabulary in Use (with revisional vocabulary): Vocabulary for favourite school subjects and learning activities: Nouns: Passion, curiosity, satisfaction, confidence, inspiration, success, motivation. Verbs: To activate, to appreciate, to look forward to, to discover, to succeed in, to grasp. Adjectives: Engaging, inspiring, rewarding, satisfying, passionate, practical, educational, productive. Nouns: Frustration, boredom, confusion, tension, anxiety, struggle, failure, reluctance, avoidance, exhaustion, demotivation. Verbs: To avoid, to ignore, to complain, to tolerate, to skip, to lose interest, to give up. Adjectives: Confusing, frustrating, exhausting, irrelevant. Vocabulary for favourite learning activities: Nouns: A debate, a presentation, a group discussion, a brainstorming session, art and craft, a quiz competition, storytelling, creating a model, field research, memorization, a repetition practice, doing a drill, silent reading, note-taking. Vocabulary for favourite study tools and innovations:	**ENG.9.2.L3** Students can make sense of and derive meaning from the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.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 with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.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 with classmates, friendships, daily and study routines, habits, and activities" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.2.R1** Students can prepare for reading the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" efficiently and effectively. **ENG.9.2.R2** Students can bring information together about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" through skimming, scanning and detailed reading. **ENG.9.2.R3** Students can make sense of and derive meaning from the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.2.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.2.W1** Students can prepare for writing efficiently and accurately based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W3** Students can construct new written content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" based on their understanding of the model(s) provided. **ENG.9.2.W4** Students can practise producing written content based on the current theme "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W5** Students can engage in the process of writing related to the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W6** Students can reconstruct their writing about the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities" to communicate effectively about it. **ENG.9.2.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.S2** Students can analyse and understand the model content related to "classroom life with classmates, friendships, daily and study routines, habits, and activities" to support the production of spoken language. **ENG.9.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.S4** Students can construct meaningful spoken content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" through efficient and meaningful practice. **ENG.9.2.S5** Students can reconstruct the information about "classroom life with classmates, friendships, daily and study routines, habits, and activities" when communicating with others.	subjects, learning activities, study tools and innovations. They will write a personalised project in which they design their ideal classroom environment by adding their preferred subjects, activities, and tools. Students will explain why these elements make learning enjoyable or effective for them, and they will suggest improvements for their least favourite aspects. The project can be presented as a written report, a creative poster, or a short video. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Öğretmenler Günü (24 Kasım)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Adjectives: Efficient, user-friendly, accessible, out of date, complicated, inconvenient, old-fashioned. *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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners’	**ENG.9.2.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense for the Future: (The presentation starts in ten minutes). -The Present Progressive Tense for the Future: (I am writing an essay tonight). -The Present Progressive Tense with Always: (He is always postponing his duties). -Question Tags for Related Tenses: (He is always complaining about field research, isn't he?) -Making Adverbs from Adjectives (Regular and Irregular): They are quick runners. They run quickly). -Adjectives with -ed vs -ing: (Group discussions are complicated). -Correlative Conjunctions (either, neither): (She isn't attending a group discussion next week, either). -Elliptical Responses (So do I, I hope so, etc.): (She likes brainstorming sessions. So do I). Functions of the Grammatical Structures		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				in Use: -Use of the Simple Present Tense for the Future: Describing scheduled future events fixed with timetables or plans. -Use of the Present Progressive Tense for the Future: Describing planned future actions that are already arranged or decided. -Use of the Present Progressive Tense with always: Describing actions that cause irritation. -Use of Adverbs Made from Adjectives: Describing where, how, when, to what extent some things happen. -Use of Question Tags for Related Tenses: Confirming or clarifying information. -Use of Adjectives with -ed vs -ing: Describing the thing or situation that causes the feeling. -Use of Correlative Conjunctions (either, neither): Describing two alternatives or a negative choice between two alternatives. -Use of Elliptical Responses (So do I, I hope so, etc.): Giving brief answers in a conversation to avoid unnecessary repetition. Target Social Language Expressions in Use: Mistakes are proof		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				you're trying! Ask questions, grow smarter! This class is our learning playground! I meant to do it, but I totally spaced out. Let's ask the teacher, just in case. Target Phonological Sounds in Use: -Intonation for positive statements, negative statements, questions, and question tags.		
11	30 Kasım – 4 Aralık	4	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: "Favourite school subjects, learning activities, study tools and innovations" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for favourite school subjects and learning activities: Nouns: Passion, curiosity, satisfaction, confidence, inspiration, success, motivation. Verbs: To activate, to appreciate, to look forward to, to discover, to succeed in, to grasp. Adjectives: Engaging, inspiring, rewarding, satisfying, passionate, practical, educational, productive. Nouns: Frustration, boredom, confusion, tension, anxiety, struggle, failure, reluctance, avoidance, exhaustion, demotivation. Verbs: To avoid, to ignore, to complain, to	**ENG.9.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.L2** Students can bring together the information in the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.L3** Students can make sense of and derive meaning from the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.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 with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.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 with classmates, friendships, daily and study routines, habits, and activities" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.2.R1** Students can prepare for reading the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" efficiently and effectively. **ENG.9.2.R2** Students can bring information together about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" through skimming, scanning and detailed reading. **ENG.9.2.R3** Students can make sense of and derive meaning from the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.2.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.2.W1** Students can prepare for writing efficiently and accurately based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities".	PERFORMANCE ASSIGNMENT: Students will focus on the theme "classroom life and learning" by reflecting on their favourite school subjects, learning activities, study tools and innovations. They will write a personalised project in which they design their ideal classroom environment by adding their preferred subjects, activities, and tools. Students will explain why these elements make learning enjoyable or effective for them, and they will suggest improvements for their least favourite aspects. The project can be presented as a written report, a creative poster, or a short video. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Dünya Engelliler Günü (3 Aralık)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				tolerate, to skip, to lose interest, to give up. Adjectives: Confusing, frustrating, exhausting, irrelevant. Vocabulary for favourite learning activities: Nouns: A debate, a presentation, a group discussion, a brainstorming session, art and craft, a quiz competition, storytelling, creating a model, field research, memorization, a repetition practice, doing a drill, silent reading, note-taking. Vocabulary for favourite study tools and innovations: Adjectives: Efficient, user-friendly, accessible, out of date, complicated, inconvenient, old-fashioned. *National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals and	**ENG.9.2.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W3** Students can construct new written content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" based on their understanding of the model(s) provided. **ENG.9.2.W4** Students can practise producing written content based on the current theme "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W5** Students can engage in the process of writing related to the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W6** Students can reconstruct their writing about the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities" to communicate effectively about it. **ENG.9.2.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.S2** Students can analyse and understand the model content related to "classroom life with classmates, friendships, daily and study routines, habits, and activities" to support the production of spoken language. **ENG.9.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.S4** Students can construct meaningful spoken content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" through efficient and meaningful practice. **ENG.9.2.S5** Students can reconstruct the information about "classroom life with classmates, friendships, daily and study routines, habits, and activities" when communicating with others. **ENG.9.2.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense for the Future: (The presentation starts in ten minutes). -The Present Progressive Tense for the Future: (I am writing an essay tonight). -The Present Progressive Tense with Always: (He is always postponing his duties). -Question Tags for Related Tenses: (He is always complaining about field research, isn't		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				he?) -Making Adverbs from Adjectives (Regular and Irregular): They are quick runners. They run quickly). -Adjectives with -ed vs -ing: (Group discussions are complicated). -Correlative Conjunctions (either, neither): (She isn't attending a group discussion next week, either). -Elliptical Responses (So do I, I hope so, etc.): (She likes brainstorming sessions. So do I). Functions of the Grammatical Structures in Use: -Use of the Simple Present Tense for the Future: Describing scheduled future events fixed with timetables or plans. -Use of the Present Progressive Tense for the Future: Describing planned future actions that are already arranged or decided. -Use of the Present Progressive Tense with always: Describing actions that cause irritation. -Use of Adverbs Made from Adjectives: Describing where, how, when, to what extent some things happen. -Use of Question Tags for Related Tenses:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Confirming or clarifying information. -Use of Adjectives with -ed vs -ing: Describing the thing or situation that causes the feeling. -Use of Correlative Conjunctions (either, neither): Describing two alternatives or a negative choice between two alternatives. -Use of Elliptical Responses (So do I, I hope so, etc.): Giving brief answers in a conversation to avoid unnecessary repetition. Target Social Language Expressions in Use: Mistakes are proof you're trying! Ask questions, grow smarter! This class is our learning playground! I meant to do it, but I totally spaced out. Let's ask the teacher, just in case. Target Phonological Sounds in Use: -Intonation for positive statements, negative statements, questions, and question tags.		
12	7–11 Aralık	4	Theme 2: Classroom Lıfe & Learnıng	Sub-themes: "Favourite school subjects, learning activities, study tools and innovations" Target Vocabulary in Use (with revisional vocabulary):	**ENG.9.2.L1** Students can prepare and get ready for listening (to)/watching about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.L2** Students can bring together the information in the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.L3** Students can make sense of and derive meaning from the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the	PERFORMANCE ASSIGNMENT: Students will focus on the theme "classroom life and learning" by reflecting on their favourite school subjects, learning activities, study tools and innovations. They will write a personalised project in which they design their ideal classroom

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for favourite school subjects and learning activities: Nouns: Passion, curiosity, satisfaction, confidence, inspiration, success, motivation. Verbs: To activate, to appreciate, to look forward to, to discover, to succeed in, to grasp. Adjectives: Engaging, inspiring, rewarding, satisfying, passionate, practical, educational, productive. Nouns: Frustration, boredom, confusion, tension, anxiety, struggle, failure, reluctance, avoidance, exhaustion, demotivation. Verbs: To avoid, to ignore, to complain, to tolerate, to skip, to lose interest, to give up. Adjectives: Confusing, frustrating, exhausting, irrelevant. Vocabulary for favourite learning activities: Nouns: A debate, a presentation, a group discussion, a brainstorming session, art and craft, a quiz competition, storytelling, creating a model, field research, memorization, a repetition practice, doing a drill, silent reading, note-taking. Vocabulary for favourite study tools and innovations: Adjectives: Efficient, user-friendly, accessible, out of date, complicated, inconvenient, old-	listening (to)/watching process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.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 with classmates, friendships, daily and study routines, habits, and activities" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.2.R1** Students can prepare for reading the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" efficiently and effectively. **ENG.9.2.R2** Students can bring information together about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" through skimming, scanning and detailed reading. **ENG.9.2.R3** Students can make sense of and derive meaning from the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.2.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.2.W1** Students can prepare for writing efficiently and accurately based on the current content about "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W3** Students can construct new written content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" based on their understanding of the model(s) provided. **ENG.9.2.W4** Students can practise producing written content based on the current theme "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W5** Students can engage in the process of writing related to the content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.W6** Students can reconstruct their writing about the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities" to communicate effectively about it. **ENG.9.2.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others. **ENG.9.2.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.S2** Students can analyse and understand the model content related to "classroom life with classmates, friendships, daily and study routines, habits, and activities" to support the production of spoken language. **ENG.9.2.S3** Students can produce meaningful and accurate spoken content related to the current theme on "classroom life with classmates, friendships, daily and study routines, habits, and activities". **ENG.9.2.S4** Students can construct meaningful spoken content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" through efficient and meaningful practice. **ENG.9.2.S5** Students can reconstruct the information about "classroom life with classmates, friendships, daily and study routines, habits, and activities" when communicating with others. **ENG.9.2.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "classroom life with classmates, friendships, daily and study routines, habits, and activities" in relation to themselves or others, both individually and/or with others.	environment by adding their preferred subjects, activities, and tools. Students will explain why these elements make learning enjoyable or effective for them, and they will suggest improvements for their least favourite aspects. The project can be presented as a written report, a creative poster, or a short video. 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
				fashioned. *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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Present Tense for the Future: (The presentation starts in ten minutes). -The Present Progressive Tense for the Future: (I am writing an essay tonight). -The Present Progressive Tense with Always: (He is always postponing his duties). -Question Tags for Related Tenses: (He is always complaining about field research, isn't he?) -Making Adverbs from Adjectives (Regular and Irregular): They are quick runners. They run quickly). -Adjectives with -ed vs -ing: (Group discussions are complicated). -Correlative Conjunctions (either, neither): (She isn't attending a group discussion next week, either). -Elliptical Responses (So do I, I hope so, etc.): (She likes brainstorming sessions. So do I). Functions of the Grammatical Structures in Use: -Use of the Simple Present Tense for the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Future: Describing scheduled future events fixed with timetables or plans. -Use of the Present Progressive Tense for the Future: Describing planned future actions that are already arranged or decided. -Use of the Present Progressive Tense with always: Describing actions that cause irritation. -Use of Adverbs Made from Adjectives: Describing where, how, when, to what extent some things happen. -Use of Question Tags for Related Tenses: Confirming or clarifying information. -Use of Adjectives with -ed vs -ing: Describing the thing or situation that causes the feeling. -Use of Correlative Conjunctions (either, neither): Describing two alternatives or a negative choice between two alternatives. -Use of Elliptical Responses (So do I, I hope so, etc.): Giving brief answers in a conversation to avoid unnecessary repetition. Target Social Language Expressions in Use: Mistakes are proof you're trying! Ask questions, grow smarter!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				This class is our learning playground! I meant to do it, but I totally spaced out. Let's ask the teacher, just in case. Target Phonological Sounds in Use: -Intonation for positive statements, negative statements, questions, and question tags.		
13	14–18 Aralık	4	Theme 3: Personal Lıfe And Well-Beıng	Sub-themes: "Physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for personal well-being with physical health (body and illnesses): Nouns: A lung, a joint, a heel, a consultant, healthcare, herb, hunger, a pill, recovery, a surgeon, survival, a first-aid kit, a bacterium, a cell, a mineral, relief, a surgery, a vitamin, a fever, a stroke, a cancer, a wound, an injury, anxiety, depression, an addiction, a recovery, a disability, panic, medication, an infection, a symptom, a treatment. Verbs: To breathe, to consult, to heal, to cure, to suffer, to swallow, to operate, to bother.	**ENG.9.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.L2** Students can bring together the information in the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.L3** Students can make sense of and derive meaning from the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.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 with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.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 with physical appearance in terms of physical features and personality in terms of personal traits and character" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.3.R1** Students can prepare for reading the content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" efficiently and effectively. **ENG.9.3.R2** Students can bring information together about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" through skimming, scanning and detailed reading. **ENG.9.3.R3** Students can make sense of and derive meaning from the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.3.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness- raising and discovery. **ENG.9.3.W1** Students can prepare for writing efficiently and accurately based on the current content about "personal	PERFORMANCE ASSIGNMENT: Students will explore the theme "Personal Life and Well-Being" by reflecting on how to maintain a balance between physical health, mental health, emotional health, and social health. Students will write a "Well-Being Journal" that includes daily entries for describing activities or habits that promote each aspect of well-being. The assignment will conclude with a reflection on how these components interconnect and suggestions for improving personal well-being in daily life. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Adjectives: Balanced, adequate, disabled, relieved, short-term, urgent, conscious, longterm, severe, unconscious. Adverbs: Terribly, accidentally, adequately, appropriately, instantly, severely, strictly. Vocabulary for personal well-being with mental and emotional health: Nouns: Mental health, psychological health, social bond/involvement, family tie, confidence, fulfilment, balance, self-awareness, empathy. Vocabulary for practices and actions with mental and emotional health: Nouns: Mindfulness, therapy, breathing exercises, relaxation, rehabilitation. Vocabulary for personal well-being with social health: Nouns: Loneliness, isolation, alienation, social anxiety, conflict, relief, pride, confusion, disappointment, trust, adaptation, acceptance. Verbs: To interact, to socialise, to participate, to maintain, to contribute, to volunteer, to strengthen, to support. Vocabulary for social relationship: Nouns: An acquaintance, a colleague, a community member, a mentor. *National and religious days, festivals and celebrations:	life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W3** Students can construct new written content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" based on their understanding of the model(s) provided. **ENG.9.3.W4** Students can practise producing written content based on the current theme "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W5** Students can engage in the process of writing related to the content of "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W6** Students can reconstruct their writing about the current theme on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" to communicate effectively about it. **ENG.9.3.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.S2** Students can analyse and understand the model content related to "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" to support the production of spoken language. **ENG.9.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.S4** Students can construct meaningful spoken content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" through efficient and meaningful practice. **ENG.9.3.S5** Students can reconstruct the information about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" when communicating with others. **ENG.9.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				“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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Structures in Use: -The Simple Past Tense versus the Past Progressive Tense: (She was suffering from a headache when her friend called her yesterday). -Could for Ability: (I could exercise for 30 minutes without interruption when I was younger). -Used to: (He used to socialise for his well-being). -Would: (When I was a kid, we would visit my grandparents every summer holiday). -Wh- questions (How long, etc.): (How long did your friend suffer from depression?). -Question Tags with Related Tenses: (She healed after the surgery, didn’t she?) -Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, from, out of): (The consultant helped him cope with his depression). -Prepositional Phrases with in, for, to, at, about, with, from, of, etc.: (She struggled with frustration after the teacher announced the exam results). -Either, Neither, So do I, I hope so: (She can either take a short walk or do some breathing exercises to feel better).		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Neither stress nor overthinking is good for your mental wellbeing). (I believe taking time for ourselves is important. So do I).(Doctors say regular exercise improves our health. I hope so!). Functions of the Grammatical Structures in Use: -Use of the Simple Past Tense versus the Past Progressive Tense: Describing an action that was interrupted by another event (The Past Progressive Tense) or completed in the past (The Simple Past Tense). -Use of "Could" (for Ability): Describing an ability in the past. -Use of "Used to"): Describing past habits or routines that do not occur in the present. -Use of "Would" for past habits: Describing things which happen in the past as habit or repeated action but no longer happens. -Use of "Wh-questions" (How long, etc.): Asking for specific information about a subject, an object, time, a place, manner and a reason. -Use of Question Tags with Related Tenses: Asking short questions to confirm or clarify information in the sentence. -Use of Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, from, out		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				of): Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location. -Use of Prepositional Phrases with in, for, from, to, at, about, with, from, of, etc.: Clarifying the details in the sentence about the cause, direction, manner, time, and location. Target Social Language Expressions in Use: Healthy mind, healthy life! Self-care isn't selfish! You're stronger than you think! I just need a break today! Let's chill for a bit! Target Phonological Sounds in Use: -Intonation for positive statements, negative statements, questions, and question tags.		
14	21–25 Aralık	2	Evaluatıon Theme 3: Personal Lıfe And Well-Beıng	Sub-themes: "Physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for personal well-being with physical health (body and illnesses):	**ENG.9.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.L2** Students can bring together the information in the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.L3** Students can make sense of and derive meaning from the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.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 with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.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 with physical appearance in terms of physical features and personality in terms of personal traits and character" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.3.R1** Students can prepare for reading the content on "personal life with physical appearance in terms of	PERFORMANCE ASSIGNMENT: Students will explore the theme "Personal Life and Well-Being" by reflecting on how to maintain a balance between physical health, mental health, emotional health, and social health. Students will write a "Well-Being Journal" that includes daily entries for describing activities or habits that promote each aspect of well-being. The assignment will conclude with a reflection on how these components interconnect and suggestions for improving personal well-being in daily life. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Nouns: A lung, a joint, a heel, a consultant, healthcare, herb, hunger, a pill, recovery, a surgeon, survival, a first-aid kit, a bacterium, a cell, a mineral, relief, a surgery, a vitamin, a fever, a stroke, a cancer, a wound, an injury, anxiety, depression, an addiction, a recovery, a disability, panic, medication, an infection, a symptom, a treatment. Verbs: To breathe, to consult, to heal, to cure, to suffer, to swallow, to operate, to bother. Adjectives: Balanced, adequate, disabled, relieved, short-term, urgent, conscious, longterm, severe, unconscious. Adverbs: Terribly, accidentally, adequately, appropriately, instantly, severely, strictly. Vocabulary for personal well-being with mental and emotional health: Nouns: Mental health, psychological health, social bond/involvement, family tie, confidence, fulfilment, balance, self-awareness, empathy. Vocabulary for practices and actions with mental and emotional health: Nouns: Mindfulness, therapy, breathing exercises, relaxation, rehabilitation. Vocabulary for personal well-being with social health: Nouns: Loneliness, isolation, alienation, social anxiety,	physical features and personality in terms of personal traits and character" efficiently and effectively. **ENG.9.3.R2** Students can bring information together about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" through skimming, scanning and detailed reading. **ENG.9.3.R3** Students can make sense of and derive meaning from the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.3.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness- raising and discovery. **ENG.9.3.W1** Students can prepare for writing efficiently and accurately based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W3** Students can construct new written content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" based on their understanding of the model(s) provided. **ENG.9.3.W4** Students can practise producing written content based on the current theme "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W5** Students can engage in the process of writing related to the content of "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W6** Students can reconstruct their writing about the current theme on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" to communicate effectively about it. **ENG.9.3.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.S2** Students can analyse and understand the model content related to "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" to support the production of spoken language. **ENG.9.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.S4** Students can construct meaningful spoken content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" through efficient and meaningful practice. **ENG.9.3.S5** Students can reconstruct the information about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" when communicating with others. **ENG.9.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life with physical appearance in terms of physical features and personality in	marking scheme.

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				conflict, relief, pride, confusion, disappointment, trust, adaptation, acceptance. Verbs: To interact, to socialise, to participate, to maintain, to contribute, to volunteer, to strengthen, to support. Vocabulary for social relationship: Nouns: An acquaintance, a colleague, a community member, a mentor. *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	terms of personal traits and character" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Past Tense versus the Past Progressive Tense: (She was suffering from a headache when her friend called her yesterday). -Could for Ability: (I could exercise for 30 minutes without interruption when I was younger). -Used to: (He used to socialise for his well-being). -Would: (When I was a kid, we would visit my grandparents every summer holiday). -Wh- questions (How long, etc.): (How long did your friend suffer from depression?). -Question Tags with Related Tenses: (She healed after the surgery, didn't she?)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, from, out of): (The consultant helped him cope with his depression). -Prepositional Phrases with in, for, to, at, about, with, from, of, etc.: (She struggled with frustration after the teacher announced the exam results). -Either, Neither, So do I, I hope so: (She can either take a short walk or do some breathing exercises to feel better). (Neither stress nor overthinking is good for your mental wellbeing). (I believe taking time for ourselves is important. So do I).(Doctors say regular exercise improves our health. I hope so!). Functions of the Grammatical Structures in Use: -Use of the Simple Past Tense versus the Past Progressive Tense: Describing an action that was interrupted by another event (The Past Progressive Tense) or completed in the past (The Simple Past Tense). -Use of "Could" (for Ability): Describing an ability in the past. -Use of "Used to"): Describing past habits or routines that do not occur in the present. -Use of "Would" for past habits: Describing things which happen in the past as habit or repeated action		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				but no longer happens. -Use of "Wh-questions" (How long, etc.): Asking for specific information about a subject, an object, time, a place, manner and a reason. -Use of Question Tags with Related Tenses: Asking short questions to confirm or clarify information in the sentence. -Use of Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, from, out of): Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location. -Use of Prepositional Phrases with in, for, from, to, at, about, with, from, of, etc.: Clarifying the details in the sentence about the cause, direction, manner, time, and location. Target Social Language Expressions in Use: Healthy mind, healthy life! Self-care isn’t selfish! You’re stronger than you think! I just need a break today! Let’s chill for a bit! Target Phonological Sounds in Use: -Intonation for positive		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				statements, negative statements, questions, and question tags.		
15	28 Aralık – 1 Ocak	4	Theme 3: Personal Lıfe And Well-Beıng	Sub-themes: "Physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for personal well-being with physical health (body and illnesses): Nouns: A lung, a joint, a heel, a consultant, healthcare, herb, hunger, a pill, recovery, a surgeon, survival, a first-aid kit, a bacterium, a cell, a mineral, relief, a surgery, a vitamin, a fever, a stroke, a cancer, a wound, an injury, anxiety, depression, an addiction, a recovery, a disability, panic, medication, an infection, a symptom, a treatment. Verbs: To breathe, to consult, to heal, to cure, to suffer, to swallow, to operate, to bother. Adjectives: Balanced, adequate, disabled, relieved, short-term, urgent, conscious, longterm, severe, unconscious. Adverbs: Terribly, accidentally, adequately, appropriately, instantly, severely, strictly. Vocabulary for personal well-being with mental	**ENG.9.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.L2** Students can bring together the information in the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.L3** Students can make sense of and derive meaning from the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.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 with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.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 with physical appearance in terms of physical features and personality in terms of personal traits and character" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.3.R1** Students can prepare for reading the content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" efficiently and effectively. **ENG.9.3.R2** Students can bring information together about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" through skimming, scanning and detailed reading. **ENG.9.3.R3** Students can make sense of and derive meaning from the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.3.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness- raising and discovery. **ENG.9.3.W1** Students can prepare for writing efficiently and accurately based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W3** Students can construct new written content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" based on their understanding of the model(s) provided. **ENG.9.3.W4** Students can practise producing written content based on the current theme "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W5** Students can engage in the process of writing related to the content of "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W6** Students can reconstruct their writing about the current theme on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" to communicate	PERFORMANCE ASSIGNMENT: Students will explore the theme "Personal Life and Well-Being" by reflecting on how to maintain a balance between physical health, mental health, emotional health, and social health. Students will write a "Well-Being Journal" that includes daily entries for describing activities or habits that promote each aspect of well-being. The assignment will conclude with a reflection on how these components interconnect and suggestions for improving personal well-being in daily life. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				and emotional health: Nouns: Mental health, psychological health, social bond/involvement, family tie, confidence, fulfilment, balance, self-awareness, empathy. Vocabulary for practices and actions with mental and emotional health: Nouns: Mindfulness, therapy, breathing exercises, relaxation, rehabilitation. Vocabulary for personal well-being with social health: Nouns: Loneliness, isolation, alienation, social anxiety, conflict, relief, pride, confusion, disappointment, trust, adaptation, acceptance. Verbs: To interact, to socialise, to participate, to maintain, to contribute, to volunteer, to strengthen, to support. Vocabulary for social relationship: Nouns: An acquaintance, a colleague, a community member, a mentor. *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)”.	effectively about it. **ENG.9.3.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.S2** Students can analyse and understand the model content related to "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" to support the production of spoken language. **ENG.9.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.S4** Students can construct meaningful spoken content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" through efficient and meaningful practice. **ENG.9.3.S5** Students can reconstruct the information about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" when communicating with others. **ENG.9.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" 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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Past Tense versus the Past Progressive Tense: (She was suffering from a headache when her friend called her yesterday). -Could for Ability: (I could exercise for 30 minutes without interruption when I was		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				younger). -Used to: (He used to socialise for his well-being). -Would: (When I was a kid, we would visit my grandparents every summer holiday). -Wh- questions (How long, etc.): (How long did your friend suffer from depression?). -Question Tags with Related Tenses: (She healed after the surgery, didn't she?) -Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, from, out of): (The consultant helped him cope with his depression). -Prepositional Phrases with in, for, to, at, about, with, from, of, etc.: (She struggled with frustration after the teacher announced the exam results). -Either, Neither, So do I, I hope so: (She can either take a short walk or do some breathing exercises to feel better). (Neither stress nor overthinking is good for your mental wellbeing). (I believe taking time for ourselves is important. So do I).(Doctors say regular exercise improves our health. I hope so!). Functions of the Grammatical Structures in Use:		

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				-Use of the Simple Past Tense versus the Past Progressive Tense: Describing an action that was interrupted by another event (The Past Progressive Tense) or completed in the past (The Simple Past Tense). -Use of "Could" (for Ability): Describing an ability in the past. -Use of "Used to"): Describing past habits or routines that do not occur in the present. -Use of "Would" for past habits: Describing things which happen in the past as habit or repeated action but no longer happens. -Use of "Wh-questions" (How long, etc.): Asking for specific information about a subject, an object, time, a place, manner and a reason. -Use of Question Tags with Related Tenses: Asking short questions to confirm or clarify information in the sentence. -Use of Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, from, out of): Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location. -Use of Prepositional Phrases with in, for, from, to, at, about, with, from, of, etc.: Clarifying the details in the sentence about the cause, direction, manner,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				time, and location. Target Social Language Expressions in Use: Healthy mind, healthy life! Self-care isn't selfish! You're stronger than you think! I just need a break today! Let's chill for a bit! Target Phonological Sounds in Use: -Intonation for positive statements, negative statements, questions, and question tags.		
16	4–8 Ocak	4	Theme 3: Personal Lıfe And Well-Beıng	Sub-themes: "Physical health (body and illnesses); personal well-being with mental and emotional health; personal well-being with social health" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for personal well-being with physical health (body and illnesses): Nouns: A lung, a joint, a heel, a consultant, healthcare, herb, hunger, a pill, recovery, a surgeon, survival, a first-aid kit, a bacterium, a cell, a mineral, relief, a surgery, a vitamin, a fever, a stroke, a cancer, a wound, an injury, anxiety, depression, an addiction, a recovery, a disability, panic, medication, an infection,	**ENG.9.3.L1** Students can prepare and get ready for listening (to)/watching about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.L2** Students can bring together the information in the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.L3** Students can make sense of and derive meaning from the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.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 with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.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 with physical appearance in terms of physical features and personality in terms of personal traits and character" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.3.R1** Students can prepare for reading the content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" efficiently and effectively. **ENG.9.3.R2** Students can bring information together about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" through skimming, scanning and detailed reading. **ENG.9.3.R3** Students can make sense of and derive meaning from the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" after recognising them in context and developing their conscious and inductive	PERFORMANCE ASSIGNMENT: Students will explore the theme "Personal Life and Well-Being" by reflecting on how to maintain a balance between physical health, mental health, emotional health, and social health. Students will write a "Well-Being Journal" that includes daily entries for describing activities or habits that promote each aspect of well-being. The assignment will conclude with a reflection on how these components interconnect and suggestions for improving personal well-being in daily life. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a symptom, a treatment. Verbs: To breathe, to consult, to heal, to cure, to suffer, to swallow, to operate, to bother. Adjectives: Balanced, adequate, disabled, relieved, short-term, urgent, conscious, longterm, severe, unconscious. Adverbs: Terribly, accidentally, adequately, appropriately, instantly, severely, strictly. Vocabulary for personal well-being with mental and emotional health: Nouns: Mental health, psychological health, social bond/involvement, family tie, confidence, fulfilment, balance, self-awareness, empathy. Vocabulary for practices and actions with mental and emotional health: Nouns: Mindfulness, therapy, breathing exercises, relaxation, rehabilitation. Vocabulary for personal well-being with social health: Nouns: Loneliness, isolation, alienation, social anxiety, conflict, relief, pride, confusion, disappointment, trust, adaptation, acceptance. Verbs: To interact, to socialise, to participate, to maintain, to contribute, to volunteer, to strengthen, to support. Vocabulary for social relationship: Nouns: An	vocabulary learning skills. **ENG.9.3.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness- raising and discovery. **ENG.9.3.W1** Students can prepare for writing efficiently and accurately based on the current content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W3** Students can construct new written content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" based on their understanding of the model(s) provided. **ENG.9.3.W4** Students can practise producing written content based on the current theme "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W5** Students can engage in the process of writing related to the content of "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.W6** Students can reconstruct their writing about the current theme on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" to communicate effectively about it. **ENG.9.3.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. **ENG.9.3.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.S2** Students can analyse and understand the model content related to "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" to support the production of spoken language. **ENG.9.3.S3** Students can produce meaningful and accurate spoken content related to the current theme on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". **ENG.9.3.S4** Students can construct meaningful spoken content about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" through efficient and meaningful practice. **ENG.9.3.S5** Students can reconstruct the information about "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" when communicating with others. **ENG.9.3.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				acquaintance, a colleague, a community member, a mentor. *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-topics. 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
				of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Past Tense versus the Past Progressive Tense: (She was suffering from a headache when her friend called her yesterday). -Could for Ability: (I could exercise for 30 minutes without interruption when I was younger). -Used to: (He used to socialise for his well-being). -Would: (When I was a kid, we would visit my grandparents every summer holiday). -Wh- questions (How long, etc.): (How long did your friend suffer from depression?). -Question Tags with Related Tenses: (She healed after the surgery, didn’t she?) -Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, from, out of): (The consultant helped him cope with his depression). -Prepositional Phrases with in, for, to, at, about, with, from, of, etc.: (She struggled with frustration after the teacher announced the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				exam results). -Either, Neither, So do I, I hope so: (She can either take a short walk or do some breathing exercises to feel better). (Neither stress nor overthinking is good for your mental wellbeing). (I believe taking time for ourselves is important. So do I).(Doctors say regular exercise improves our health. I hope so!). Functions of the Grammatical Structures in Use: -Use of the Simple Past Tense versus the Past Progressive Tense: Describing an action that was interrupted by another event (The Past Progressive Tense) or completed in the past (The Simple Past Tense). -Use of "Could" (for Ability): Describing an ability in the past. -Use of "Used to"): Describing past habits or routines that do not occur in the present. -Use of "Would" for past habits: Describing things which happen in the past as habit or repeated action but no longer happens. -Use of "Wh-questions" (How long, etc.): Asking for specific information about a subject, an object, time, a place, manner and a reason. -Use of Question Tags with Related Tenses: Asking short questions to confirm or clarify		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				information in the sentence. -Use of Prepositions: (among, until, on, at, in, in case, by, of, with, about, to, for, from, out of): Indicating relationship among the components of a sentence in terms of cause, direction, manner, time, and location. -Use of Prepositional Phrases with in, for, from, to, at, about, with, from, of, etc.: Clarifying the details in the sentence about the cause, direction, manner, time, and location. Target Social Language Expressions in Use: Healthy mind, healthy life! Self-care isn't selfish! You're stronger than you think! I just need a break today! Let's chill for a bit! Target Phonological Sounds in Use: -Intonation for positive statements, negative statements, questions, and question tags.		
17	11–15 Ocak	4	Theme 4: Famıly Lıfe & Home	Sub-themes: "Housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community"	**ENG.9.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community". **ENG.9.4.L2** Students can bring together the information in the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.L3** Students can make sense of and derive meaning from the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.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 with family members' jobs, work routines,	PERFORMANCE ASSIGNMENT: Students will explore the theme "Family Life and Home" by examining "housing diversity around the world", "intergenerational issues and family problems related to daily conflicts and sharing the same house", and "the relationships between families and their communities. Students will create a comparative project where

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Vocabulary in Use (with revisional vocabulary): Vocabulary for housing diversity in the world: Nouns: An apartment (a flat Amer.), a single-family house, a bungalow, a duplex/ triplex house, a two-storey house, a skyscraper, a slum, a hut, a basement, a cellar, a chimney, an attic, a shutter, a fence, a terrace. Adjectives: Awkward, unique, affordable, luxurious, contemporary, charming, elegant. Vocabulary for intergenerational issues and family problems on daily conflicts and sharing the same house: Nouns: A disagreement, a tension, a misunderstanding, a dispute, criticism, blame, an interruption, neglect, exclusion. Verbs: To quarrel, to negotiate, to interrupt, to adjust. Phrases for intergenerational issues and family problems on sharing the same house: A generation gap, traditional and modern belief, family value, a shared interest, a parent-child conflict, elderly care, a family dynamic, a communication barrier, an emotional distance, a parental pressure, a shared responsibility, a noise conflict, a lack of	work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.4.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 with family members' jobs, work routines, work activities, and workplaces" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.4.R1** Students can prepare for reading the content on "family life with family members' jobs, work routines, work activities, and workplaces" efficiently and effectively. **ENG.9.4.R2** Students can bring information together about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" through skimming, scanning and detailed reading. **ENG.9.4.R3** Students can make sense of and derive meaning from the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.4.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.4.W1** Students can prepare for writing efficiently and accurately based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W3** Students can construct new written content on "family life with family members' jobs, work routines, work activities, and workplaces" based on their understanding of the model(s) provided. **ENG.9.4.W4** Students can practise producing written content based on the current theme "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W5** Students can engage in the process of writing related to the content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W6** Students can reconstruct their writing about the current theme on "family life with family members' jobs, work routines, work activities, and workplaces" to communicate effectively about it. **ENG.9.4.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.4.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.S2** Students can analyse and understand the model content related to "family life with family members' jobs, work routines, work activities, and workplaces" to support the production of spoken language. **ENG.9.4.S3** Students can produce meaningful and accurate spoken content related to the current theme on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.S4** Students can construct meaningful spoken content about "family life with family members' jobs, work routines, work activities, and workplaces" through efficient and meaningful practice. **ENG.9.4.S5** Students can reconstruct the information about "family life with family members' jobs, work routines, work activities, and workplaces" when communicating with others. **ENG.9.4.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others.	they research different housing styles and living arrangements globally, reflecting on how culture and geography influence these differences. They will also write a short fictional story or script describing a typical day in a multi-generational household, highlighting challenges and solutions for improving harmony. The project will finish with the ways students will propose families to strengthen their ties with the community, such as through volunteering or cultural events. 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
				personal space. Vocabulary for relationships between the family and the community: Nouns: An ancestor, an apology, a bond, a connection, participation, cooperation. Verbs: To connect, to contribute, to volunteer, to promote, to assist, to welcome. Phrasal Verbs for relationships: To fall out (with someone), get on well (with someone). Adverbs: Altogether. *National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al- Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Present Perfect Tense vs the Present Perfect Progressive Tense (for, since, yet, already, never, ever, just, recently): (My family have just moved to a two-storey house in the country. Have you ever volunteered to do a household chore? We have been living in a detached house since the 2020 earthquake). -Comparative and Superlative of Irregular Adjectives (e.g. far - further/farther - furthest/ farthest: (Our ancestors had to walk further to school than we do now). -Reflexive Pronouns: myself, himself, herself, himself, ourselves, yourself, themselves: (We have always encouraged each other		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				to express ourselves openly in our family discussions.) -Wh- questions e.g. How long, etc.: (How long has your father shared his responsibilities with you?). Functions of the Grammatical Structures in Use: -Use of the Present Perfect Tense (for, since, yet, already, never, ever, just, recently) vs the Present Perfect Progressive Tense: Discriminating between ongoing activities that began in the past and are still happening now and activities that recently stopped but have clear effects or evidence in the present. -Use of Comparative and Superlative of Irregular Adjectives (i.e. far - further / farther - furthest / farthest): Describing and comparing people, objects, and/or situations. -Use of Reflexive Pronouns (myself, himself, herself, himself, ourselves, yourself, themselves): Saying the subject performs an action on itself or emphasising that the subject performed the action independently or without help. -Use of Wh- questions i.e. How long, etc.: Asking about the duration of an action or event).		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Social Language Expressions in Use: Family is life's greatest blessing! Love, laugh, and listen! This is our family motto! My little brother is really getting on my nerves! We argue, but we still care about each other as a family! Target Phonological Sounds in Use: Vowels: a, e Consonants: b, c, d Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /e□ /, /a̸:/, /a/, /□ □ /e̸/); e: (/e/; /i:/, /ə/, silent /e/) Consonant: b: (/b/), silent /b/); c: (/si/, /k/, /t□ /, /z̸/, silent /c/); d: (/d/), silent /d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
18	18–22 Ocak					
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	4	Theme 4: Famıly Lıfe & Home	Sub-themes: "Housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" Target Vocabulary in Use	**ENG.9.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community". **ENG.9.4.L2** Students can bring together the information in the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.L3** Students can make sense of and derive meaning from the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.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 with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others.	PERFORMANCE ASSIGNMENT: Students will explore the theme "Family Life and Home" by examining "housing diversity around the world", "intergenerational issues and family problems related to daily conflicts and sharing the same house", and "the relationships between families and their communities. Students will create a comparative project where they research different housing styles

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(with revisional vocabulary): Vocabulary for housing diversity in the world: Nouns: An apartment (a flat Amer.), a single-family house, a bungalow, a duplex/ triplex house, a two-storey house, a skyscraper, a slum, a hut, a basement, a cellar, a chimney, an attic, a shutter, a fence, a terrace. Adjectives: Awkward, unique, affordable, luxurious, contemporary, charming, elegant. Vocabulary for intergenerational issues and family problems on daily conflicts and sharing the same house: Nouns: A disagreement, a tension, a misunderstanding, a dispute, criticism, blame, an interruption, neglect, exclusion. Verbs: To quarrel, to negotiate, to interrupt, to adjust. Phrases for intergenerational issues and family problems on sharing the same house: A generation gap, traditional and modern belief, family value, a shared interest, a parent-child conflict, elderly care, a family dynamic, a communication barrier, an emotional distance, a parental pressure, a shared responsibility, a noise conflict, a lack of personal space.	**ENG.9.4.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 with family members' jobs, work routines, work activities, and workplaces" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.4.R1** Students can prepare for reading the content on "family life with family members' jobs, work routines, work activities, and workplaces" efficiently and effectively. **ENG.9.4.R2** Students can bring information together about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" through skimming, scanning and detailed reading. **ENG.9.4.R3** Students can make sense of and derive meaning from the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.4.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.4.W1** Students can prepare for writing efficiently and accurately based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W3** Students can construct new written content on "family life with family members' jobs, work routines, work activities, and workplaces" based on their understanding of the model(s) provided. **ENG.9.4.W4** Students can practise producing written content based on the current theme "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W5** Students can engage in the process of writing related to the content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W6** Students can reconstruct their writing about the current theme on "family life with family members' jobs, work routines, work activities, and workplaces" to communicate effectively about it. **ENG.9.4.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.4.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.S2** Students can analyse and understand the model content related to "family life with family members' jobs, work routines, work activities, and workplaces" to support the production of spoken language. **ENG.9.4.S3** Students can produce meaningful and accurate spoken content related to the current theme on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.S4** Students can construct meaningful spoken content about "family life with family members' jobs, work routines, work activities, and workplaces" through efficient and meaningful practice. **ENG.9.4.S5** Students can reconstruct the information about "family life with family members' jobs, work routines, work activities, and workplaces" when communicating with others. **ENG.9.4.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others.	and living arrangements globally, reflecting on how culture and geography influence these differences. They will also write a short fictional story or script describing a typical day in a multi-generational household, highlighting challenges and solutions for improving harmony. The project will finish with the ways students will propose families to strengthen their ties with the community, such as through volunteering or cultural events. 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
				Vocabulary for relationships between the family and the community: Nouns: An ancestor, an apology, a bond, a connection, participation, cooperation. Verbs: To connect, to contribute, to volunteer, to promote, to assist, to welcome. Phrasal Verbs for relationships: To fall out (with someone), get on well (with someone). Adverbs: Altogether. *National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al- Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Present Perfect Tense vs the Present Perfect Progressive Tense (for, since, yet, already, never, ever, just, recently): (My family have just moved to a two-storey house in the country. Have you ever volunteered to do a household chore? We have been living in a detached house since the 2020 earthquake). -Comparative and Superlative of Irregular Adjectives (e.g. far - further/farther - furthest/ farthest: (Our ancestors had to walk further to school than we do now). -Reflexive Pronouns: myself, himself, herself, himself, ourselves, yourself, themselves: (We have always encouraged each other to express ourselves		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				openly in our family discussions.) -Wh- questions e.g. How long, etc.: (How long has your father shared his responsibilities with you?). Functions of the Grammatical Structures in Use: -Use of the Present Perfect Tense (for, since, yet, already, never, ever, just, recently) vs the Present Perfect Progressive Tense: Discriminating between ongoing activities that began in the past and are still happening now and activities that recently stopped but have clear effects or evidence in the present. -Use of Comparative and Superlative of Irregular Adjectives (i.e. far - further / farther - furthest / farthest): Describing and comparing people, objects, and/or situations. -Use of Reflexive Pronouns (myself, himself, herself, himself, ourselves, yourself, themselves): Saying the subject performs an action on itself or emphasising that the subject performed the action independently or without help. -Use of Wh- questions i.e. How long, etc.: Asking about the duration of an action or event).		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Social Language Expressions in Use: Family is life's greatest blessing! Love, laugh, and listen! This is our family motto! My little brother is really getting on my nerves! We argue, but we still care about each other as a family! Target Phonological Sounds in Use: Vowels: a, e Consonants: b, c, d Vowels: a: (/ae/, /aeı/, /ə/, /a:/, /e /, /ɜ:/, /a/, / /ɒ/); e: (/e/; /i:/, /ə/, silent /e/) Consonant: b: (/b/), silent /b/); c: (/si/, /k/, / /, /ʃ/, silent /c/); d: (/d/), silent /d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
20	15–19 Şubat	4	Theme 4: Famıly Lıfe & Home	Sub-themes: "Housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for housing diversity in the world:	**ENG.9.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community". **ENG.9.4.L2** Students can bring together the information in the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.L3** Students can make sense of and derive meaning from the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.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 with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.4.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 with family members' jobs, work routines, work activities, and workplaces" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.4.R1** Students can prepare for reading the content on "family life with family members' jobs, work routines,	PERFORMANCE ASSIGNMENT: Students will explore the theme "Family Life and Home" by examining "housing diversity around the world", "intergenerational issues and family problems related to daily conflicts and sharing the same house", and "the relationships between families and their communities. Students will create a comparative project where they research different housing styles and living arrangements globally, reflecting on how culture and geography influence these differences. They will also write a short fictional story or script

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Nouns: An apartment (a flat Amer.), a single-family house, a bungalow, a duplex/ triplex house, a two-storey house, a skyscraper, a slum, a hut, a basement, a cellar, a chimney, an attic, a shutter, a fence, a terrace. Adjectives: Awkward, unique, affordable, luxurious, contemporary, charming, elegant. Vocabulary for intergenerational issues and family problems on daily conflicts and sharing the same house: Nouns: A disagreement, a tension, a misunderstanding, a dispute, criticism, blame, an interruption, neglect, exclusion. Verbs: To quarrel, to negotiate, to interrupt, to adjust. Phrases for intergenerational issues and family problems on sharing the same house: A generation gap, traditional and modern belief, family value, a shared interest, a parent-child conflict, elderly care, a family dynamic, a communication barrier, an emotional distance, a parental pressure, a shared responsibility, a noise conflict, a lack of personal space. Vocabulary for relationships between the family and the community: Nouns: An	work activities, and workplaces" efficiently and effectively. **ENG.9.4.R2** Students can bring information together about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" through skimming, scanning and detailed reading. **ENG.9.4.R3** Students can make sense of and derive meaning from the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.4.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.4.W1** Students can prepare for writing efficiently and accurately based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W3** Students can construct new written content on "family life with family members' jobs, work routines, work activities, and workplaces" based on their understanding of the model(s) provided. **ENG.9.4.W4** Students can practise producing written content based on the current theme "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W5** Students can engage in the process of writing related to the content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W6** Students can reconstruct their writing about the current theme on "family life with family members' jobs, work routines, work activities, and workplaces" to communicate effectively about it. **ENG.9.4.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.4.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.S2** Students can analyse and understand the model content related to "family life with family members' jobs, work routines, work activities, and workplaces" to support the production of spoken language. **ENG.9.4.S3** Students can produce meaningful and accurate spoken content related to the current theme on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.S4** Students can construct meaningful spoken content about "family life with family members' jobs, work routines, work activities, and workplaces" through efficient and meaningful practice. **ENG.9.4.S5** Students can reconstruct the information about "family life with family members' jobs, work routines, work activities, and workplaces" when communicating with others. **ENG.9.4.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others.	describing a typical day in a multi-generational household, highlighting challenges and solutions for improving harmony. The project will finish with the ways students will propose families to strengthen their ties with the community, such as through volunteering or cultural events. 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
				ancestor, an apology, a bond, a connection, participation, cooperation. Verbs: To connect, to contribute, to volunteer, to promote, to assist, to welcome. Phrasal Verbs for relationships: To fall out (with someone), get on well (with someone). Adverbs: Altogether. *National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al- Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”. *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Present Perfect Tense vs the Present Perfect Progressive Tense (for, since, yet, already, never, ever, just, recently): (My family have just moved to a two-storey house in the country. Have you ever volunteered to do a household chore? We have been living in a detached house since the 2020 earthquake). -Comparative and Superlative of Irregular Adjectives (e.g. far - further/farther - furthest/ farthest: (Our ancestors had to walk further to school than we do now). -Reflexive Pronouns: myself, himself, herself, himself, ourselves, yourself, themselves: (We have always encouraged each other to express ourselves openly in our family discussions.) -Wh- questions e.g. How long, etc.: (How long has		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				your father shared his responsibilities with you?). Functions of the Grammatical Structures in Use: -Use of the Present Perfect Tense (for, since, yet, already, never, ever, just, recently) vs the Present Perfect Progressive Tense: Discriminating between ongoing activities that began in the past and are still happening now and activities that recently stopped but have clear effects or evidence in the present. -Use of Comparative and Superlative of Irregular Adjectives (i.e. far - further / farther - furthest / farthest): Describing and comparing people, objects, and/or situations. -Use of Reflexive Pronouns (myself, himself, herself, himself, ourselves, yourself, themselves): Saying the subject performs an action on itself or emphasising that the subject performed the action independently or without help. -Use of Wh- questions i.e. How long, etc.: Asking about the duration of an action or event). Target Social Language Expressions in Use: Family is life's greatest blessing!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Love, laugh, and listen! This is our family motto! My little brother is really getting on my nerves! We argue, but we still care about each other as a family! Target Phonological Sounds in Use: Vowels: a, e Consonants: b, c, d Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /e /, /ɜ:/, /a/, / /ɒ/); e: (/e/; /i:/, /ə/, silent /e/) Consonant: b: (/b/), silent /b/); c: (/si/, /k/, / /, /ʒ/, silent /c/); d: (/d/), silent /d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
21	22–26 Şubat	2	Theme 4: Famıly Lıfe & Home Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	Sub-themes: "Housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for housing diversity in the world: Nouns: An apartment (a flat Amer.), a single-family house, a bungalow, a duplex/	**ENG.9.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life and home with housing diversity in the world; intergenerational issues and family problems on daily conflicts and sharing the same house; relationships between the family and the community". **ENG.9.4.L2** Students can bring together the information in the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.L3** Students can make sense of and derive meaning from the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.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 with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.4.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 with family members' jobs, work routines, work activities, and workplaces" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.4.R1** Students can prepare for reading the content on "family life with family members' jobs, work routines, work activities, and workplaces" efficiently and effectively. **ENG.9.4.R2** Students can bring information together about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" through skimming, scanning and detailed reading. **ENG.9.4.R3** Students can make sense of and derive meaning from the current content on "family life with family	PERFORMANCE ASSIGNMENT: Students will explore the theme "Family Life and Home" by examining "housing diversity around the world", "intergenerational issues and family problems related to daily conflicts and sharing the same house", and "the relationships between families and their communities. Students will create a comparative project where they research different housing styles and living arrangements globally, reflecting on how culture and geography influence these differences. They will also write a short fictional story or script describing a typical day in a multi-generational household, highlighting challenges and solutions for improving harmony. The project will finish with the ways students will

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				triplex house, a two-storey house, a skyscraper, a slum, a hut, a basement, a cellar, a chimney, an attic, a shutter, a fence, a terrace. Adjectives: Awkward, unique, affordable, luxurious, contemporary, charming, elegant. Vocabulary for intergenerational issues and family problems on daily conflicts and sharing the same house: Nouns: A disagreement, a tension, a misunderstanding, a dispute, criticism, blame, an interruption, neglect, exclusion. Verbs: To quarrel, to negotiate, to interrupt, to adjust. Phrases for intergenerational issues and family problems on sharing the same house: A generation gap, traditional and modern belief, family value, a shared interest, a parent-child conflict, elderly care, a family dynamic, a communication barrier, an emotional distance, a parental pressure, a shared responsibility, a noise conflict, a lack of personal space. Vocabulary for relationships between the family and the community: Nouns: An ancestor, an apology, a bond, a connection, participation, cooperation.	members' jobs, work routines, work activities, and workplaces". **ENG.9.4.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.4.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.4.W1** Students can prepare for writing efficiently and accurately based on the current content about "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W3** Students can construct new written content on "family life with family members' jobs, work routines, work activities, and workplaces" based on their understanding of the model(s) provided. **ENG.9.4.W4** Students can practise producing written content based on the current theme "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W5** Students can engage in the process of writing related to the content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.W6** Students can reconstruct their writing about the current theme on "family life with family members' jobs, work routines, work activities, and workplaces" to communicate effectively about it. **ENG.9.4.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.4.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.S2** Students can analyse and understand the model content related to "family life with family members' jobs, work routines, work activities, and workplaces" to support the production of spoken language. **ENG.9.4.S3** Students can produce meaningful and accurate spoken content related to the current theme on "family life with family members' jobs, work routines, work activities, and workplaces". **ENG.9.4.S4** Students can construct meaningful spoken content about "family life with family members' jobs, work routines, work activities, and workplaces" through efficient and meaningful practice. **ENG.9.4.S5** Students can reconstruct the information about "family life with family members' jobs, work routines, work activities, and workplaces" when communicating with others. **ENG.9.4.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "family life with family members' jobs, work routines, work activities, and workplaces" in relation to themselves or others, both individually and/or with others. **ENG.9.5.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of cities". **ENG.9.5.L2** Students can bring together the information in the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.L3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/or with others.	propose families to strengthen their ties with the community, such as through volunteering or cultural events. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. PERFORMANCE ASSIGNMENT: Students will produce a project including the sub-themes "Life in the Neighbourhood, City, and Social Life" by focussing on city development and infrastructure, urban and rural lifestyles, and the future of cities. Students will research and compare urban and rural living. They will focus on daily life, opportunities, and challenges in each item. They will create a presentation with a poster showing how infrastructure such as transportation, housing, and public spaces influences city life. Additionally, students will imagine and design a "City of the Future," displaying innovative solutions for sustainable living, improved infrastructure, and community well-being. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

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				Verbs: To connect, to contribute, to volunteer, to promote, to assist, to welcome. Phrasal Verbs for relationships: To fall out (with someone), get on well (with someone). Adverbs: Altogether. *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	**ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.5.R1** Students can prepare for reading the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" efficiently and effectively. **ENG.9.5.R2** Students can bring information together about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" through skimming, scanning and detailed reading. **ENG.9.5.R3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/or with others. **ENG.9.5.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W3** Students can construct new written content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" based on their understanding of the model(s) provided. **ENG.9.5.W4** Students can practise producing written content based on the current theme "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W5** Students can engage in the process of writing related to the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W6** Students can reconstruct their writing about the current theme on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" to communicate effectively about it. **ENG.9.5.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/ or with others. **ENG.9.5.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.S2** Students can analyse and understand the model content related to "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" to support the production of spoken language. **ENG.9.5.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.S4** Students can construct meaningful spoken content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" through efficient and meaningful practice. **ENG.9.5.S5** Students can reconstruct the information about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" when communicating with others. **ENG.9.5.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" 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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Present Perfect Tense vs the Present Perfect Progressive Tense (for, since, yet, already, never, ever, just, recently): (My family have just moved to a two-storey house in the country. Have you ever volunteered to do a household chore? We have been living in a detached house since the 2020 earthquake). -Comparative and Superlative of Irregular Adjectives (e.g. far - further/farther - furthest/ farthest: (Our ancestors had to walk further to school than we do now). -Reflexive Pronouns: myself, himself, herself, himself, ourselves, yourself, themselves: (We have always encouraged each other to express ourselves openly in our family discussions.) -Wh- questions e.g. How long, etc.: (How long has your father shared his responsibilities with you?). Functions of the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Structures in Use: -Use of the Present Perfect Tense (for, since, yet, already, never, ever, just, recently) vs the Present Perfect Progressive Tense: Discriminating between ongoing activities that began in the past and are still happening now and activities that recently stopped but have clear effects or evidence in the present. -Use of Comparative and Superlative of Irregular Adjectives (i.e. far - further / farther - furthest / farthest): Describing and comparing people, objects, and/or situations. -Use of Reflexive Pronouns (myself, himself, herself, himself, ourselves, yourself, themselves): Saying the subject performs an action on itself or emphasising that the subject performed the action independently or without help. -Use of Wh- questions i.e. How long, etc.: Asking about the duration of an action or event). Target Social Language Expressions in Use: Family is life’s greatest blessing! Love, laugh, and listen! This is our family motto!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				My little brother is really getting on my nerves! We argue, but we still care about each other as a family! Target Phonological Sounds in Use: Vowels: a, e Consonants: b, c, d Vowels: a: (/ae/, /aeɪ/, /ə/, /a:/, /e□ /, /ɑ:/, /a/, /□ □ /e/ə/); e: (/e/; /i:/, /ə/, silent /e/) Consonant: b: (/b/), silent /b/); c: (/si/, /k/, /t□ /, /z/, silent /c/); d: (/d/), silent /d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme). Sub-themes: "City development and infrastructure; urban and rural lifestyles; future of cities" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for city development and infrastructure: Nouns: An analyst, a budget, a cable, a committee, concrete, a construction, a council, an estate, an institution, immigration, a lane, a mayor, a zone. Verbs: To accommodate, to anticipate, to calculate, to construct, to distribute, to govern, to propose, to disturb, to rebuild, to transform, to lay (pipes, cables), to renovate, to restore, to		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				strengthen. Adjectives: Lively, urban, efficient, developed, vibrant. Vocabulary for urban and rural lifestyles: Nouns: An arrow, a cliff, a shelter, a brick, a district. Verbs: To abandon, to dig, to wander. Adjectives for urban lifestyles: Diverse, fastpaced, commercial, energetic, charming, dynamic, entertaining, outstanding. Adjectives for rural lifestyles: Tranquil, peaceful, slow-paced, remote, authentic, tropical, unique, conventional, distant. Adverbs: Aside. Vocabulary for Future Cities: Adjectives: Advanced, sustainable, innovative, high-tech, eco-friendly, flexible, accessible, energy-efficient, global. Adverbs: Automatically. Vocabulary for challenges to overcome in future of cities: Nouns: Privacy, overpopulation, resource management. Phrasal verbs: Put aside. *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)”.		

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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Future Tense vs Be Going to Future Tense: (The committee will restore the museum. The officials are going to rebuild this zone for security). -Connecting Words Expressing Cause and Effect, Contrast: (so, which, until, why, while,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, etc.): (The city is crowded and fast-paced, in contrast, rural areas are calm and spacious). Functions of the Grammatical Structures in Use: -Use of the Simple Future Tense versus Be Going to Future Tense: Discriminating future plans, predictions, planned actions from unplanned actions and spontaneous decisions. -Use of Connecting Words Expressing Cause and Effect, Contrast: (so, which, until, why, while, when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, in spite of, etc.): Clarifying the relationship between the ideas about life in the neighbourhood and social life. Target Social Language Expressions in Use: Let’s meet up at the new café! It’s quicker if we take the tram. There’s a cool spot near the square! This city never sleeps! Target Phonological Sounds in Use: Vowels: i: (/aɪ/, /ɪ/, /i:/)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Consonants: f: (/f/); g: (/g/, /d /silent /g/); h: (/h/), silent /h/); j: (/d e /d/ /)k: (/k/, silent /k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
22	1–5 Mart	4	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	Sub-themes: "City development and infrastructure; urban and rural lifestyles; future of cities" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for city development and infrastructure: Nouns: An analyst, a budget, a cable, a committee, concrete, a construction, a council, an estate, an institution, immigration, a lane, a mayor, a zone. Verbs: To accommodate, to anticipate, to calculate, to construct, to distribute, to govern, to propose, to disturb, to rebuild, to transform, to lay (pipes, cables), to renovate, to restore, to strengthen. Adjectives: Lively, urban, efficient, developed, vibrant. Vocabulary for urban and rural lifestyles: Nouns: An arrow, a cliff, a shelter, a brick, a district. Verbs: To abandon, to dig, to wander. Adjectives for urban lifestyles: Diverse, fastpaced, commercial, energetic, charming, dynamic, entertaining, outstanding. Adjectives for rural lifestyles:	**ENG.9.5.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of cities". **ENG.9.5.L2** Students can bring together the information in the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.L3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/or with others. **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.5.R1** Students can prepare for reading the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" efficiently and effectively. **ENG.9.5.R2** Students can bring information together about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" through skimming, scanning and detailed reading. **ENG.9.5.R3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/or with others. **ENG.9.5.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W3** Students can construct new written content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" based on their understanding of the model(s) provided. **ENG.9.5.W4** Students can practise producing written content based on the current theme "life in the house and	PERFORMANCE ASSIGNMENT: Students will produce a project including the sub-themes "Life in the Neighbourhood, City, and Social Life" by focussing on city development and infrastructure, urban and rural lifestyles, and the future of cities. Students will research and compare urban and rural living. They will focus on daily life, opportunities, and challenges in each item. They will create a presentation with a poster showing how infrastructure such as transportation, housing, and public spaces influences city life. Additionally, students will imagine and design a "City of the Future," displaying innovative solutions for sustainable living, improved infrastructure, and community well-being. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. İstiklâl Marşı'nın Kabulü ve Mehmet Akif Ersoy'u Anma Günü (12 Mart)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Tranquil, peaceful, slow-paced, remote, authentic, tropical, unique, conventional, distant. Adverbs: Aside. Vocabulary for Future Cities: Adjectives: Advanced, sustainable, innovative, high-tech, eco-friendly, flexible, accessible, energy-efficient, global. Adverbs: Automatically. Vocabulary for challenges to overcome in future of cities: Nouns: Privacy, overpopulation, resource management. Phrasal verbs: Put aside. *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	neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W5** Students can engage in the process of writing related to the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W6** Students can reconstruct their writing about the current theme on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" to communicate effectively about it. **ENG.9.5.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/ or with others. **ENG.9.5.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.S2** Students can analyse and understand the model content related to "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" to support the production of spoken language. **ENG.9.5.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.S4** Students can construct meaningful spoken content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" through efficient and meaningful practice. **ENG.9.5.S5** Students can reconstruct the information about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" when communicating with others. **ENG.9.5.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/ or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Future Tense vs Be Going to Future Tense: (The committee will restore the museum. The officials are going to rebuild this zone for security). -Connecting Words Expressing Cause and Effect, Contrast: (so, which, until, why, while, when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, etc.): (The city is crowded and fast-paced, in contrast, rural areas are calm and spacious). Functions of the Grammatical Structures in Use: -Use of the Simple Future Tense versus Be Going to Future Tense: Discriminating future		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				plans, predictions, planned actions from unplanned actions and spontaneous decisions. -Use of Connecting Words Expressing Cause and Effect, Contrast: (so, which, until, why, while, when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, in spite of, etc.): Clarifying the relationship between the ideas about life in the neighbourhood and social life. Target Social Language Expressions in Use: Let’s meet up at the new café! It’s quicker if we take the tram. There’s a cool spot near the square! This city never sleeps! Target Phonological Sounds in Use: Vowels: i: (/aı/, /ı/, /i:/) Consonants: f: (/f/); g: (/g/, /d /ş silent /g/); h: (/h/), silent /h/); j: (/d e /d /)k: (/k/, silent /k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	4	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	Sub-themes: "City development and infrastructure; urban and rural lifestyles; future of	**ENG.9.5.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of cities".	PERFORMANCE ASSIGNMENT: Students will produce a project including the sub-themes "Life in the Neighbourhood, City, and Social Life"

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				cities" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for city development and infrastructure: Nouns: An analyst, a budget, a cable, a committee, concrete, a construction, a council, an estate, an institution, immigration, a lane, a mayor, a zone. Verbs: To accommodate, to anticipate, to calculate, to construct, to distribute, to govern, to propose, to disturb, to rebuild, to transform, to lay (pipes, cables), to renovate, to restore, to strengthen. Adjectives: Lively, urban, efficient, developed, vibrant. Vocabulary for urban and rural lifestyles: Nouns: An arrow, a cliff, a shelter, a brick, a district. Verbs: To abandon, to dig, to wander. Adjectives for urban lifestyles: Diverse, fastpaced, commercial, energetic, charming, dynamic, entertaining, outstanding. Adjectives for rural lifestyles: Tranquil, peaceful, slow-paced, remote, authentic, tropical, unique, conventional, distant. Adverbs: Aside. Vocabulary for Future Cities: Adjectives: Advanced, sustainable, innovative, high-tech, eco-friendly, flexible, accessible, energy-efficient, global. Adverbs: Automatically. Vocabulary for	**ENG.9.5.L2** Students can bring together the information in the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.L3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/or with others. **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.5.R1** Students can prepare for reading the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" efficiently and effectively. **ENG.9.5.R2** Students can bring information together about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" through skimming, scanning and detailed reading. **ENG.9.5.R3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/or with others. **ENG.9.5.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W3** Students can construct new written content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" based on their understanding of the model(s) provided. **ENG.9.5.W4** Students can practise producing written content based on the current theme "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W5** Students can engage in the process of writing related to the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W6** Students can reconstruct their writing about the current theme on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" to communicate effectively about it. **ENG.9.5.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/ or with others. **ENG.9.5.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.S2** Students can analyse and understand the model content related to "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" to support the production of spoken language. **ENG.9.5.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house".	by focussing on city development and infrastructure, urban and rural lifestyles, and the future of cities. Students will research and compare urban and rural living. They will focus on daily life, opportunities, and challenges in each item. They will create a presentation with a poster showing how infrastructure such as transportation, housing, and public spaces influences city life. Additionally, students will imagine and design a "City of the Future," displaying innovative solutions for sustainable living, improved infrastructure, and community well-being. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Türk Dünyası ve Toplulukları Haftası (16-22 Mart) Çanakkale Zaferi ve Şehitleri Anma Günü (18 Mart)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				challenges to overcome in future of cities: Nouns: Privacy, overpopulation, resource management. Phrasal verbs: Put aside. *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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural	**ENG.9.5.S4** Students can construct meaningful spoken content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" through efficient and meaningful practice. **ENG.9.5.S5** Students can reconstruct the information about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" when communicating with others. **ENG.9.5.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/ or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Future Tense vs Be Going to Future Tense: (The committee will restore the museum. The officials are going to rebuild this zone for security). -Connecting Words Expressing Cause and Effect, Contrast: (so, which, until, why, while, when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, etc.): (The city is crowded and fast-paced, in contrast, rural areas are calm and spacious). Functions of the Grammatical Structures in Use: -Use of the Simple Future Tense versus Be Going to Future Tense: Discriminating future plans, predictions, planned actions from unplanned actions and spontaneous decisions. -Use of Connecting Words Expressing Cause and Effect, Contrast: (so, which, until, why, while, when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, in spite of, etc.): Clarifying the relationship between the		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				ideas about life in the neighbourhood and social life. Target Social Language Expressions in Use: Let's meet up at the new café! It's quicker if we take the tram. There's a cool spot near the square! This city never sleeps! Target Phonological Sounds in Use: Vowels: i: (/aɪ/, /ɪ/, /i:/) Consonants: f: (/f/); g: (/g/, /dʒ/ ,silent /g/); h: (/h/), silent /h/); j: (/dʒ eɪ /dʒ/)k: (/k/, silent /k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
24	22–26 Mart	4	Theme 5: Lıfe In The Neıghbourhood, Cıty & Socıal Lıfe	Sub-themes: "City development and infrastructure; urban and rural lifestyles; future of cities" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for city development and infrastructure: Nouns: An analyst, a budget, a cable, a committee, concrete, a construction, a council, an estate, an institution, immigration, a lane, a mayor, a zone. Verbs: To accommodate, to anticipate, to	**ENG.9.5.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the neighbourhood, city and social life with city development and infrastructure; urban and rural lifestyles; future of cities". **ENG.9.5.L2** Students can bring together the information in the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.L3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/or with others. **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.5.R1** Students can prepare for reading the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" efficiently and effectively. **ENG.9.5.R2** Students can bring information together about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" through skimming, scanning and detailed reading.	PERFORMANCE ASSIGNMENT: Students will produce a project including the sub-themes "Life in the Neighbourhood, City, and Social Life" by focussing on city development and infrastructure, urban and rural lifestyles, and the future of cities. Students will research and compare urban and rural living. They will focus on daily life, opportunities, and challenges in each item. They will create a presentation with a poster showing how infrastructure such as transportation, housing, and public spaces influences city life. Additionally, students will imagine and design a "City of the Future," displaying innovative solutions for sustainable living, improved infrastructure, and community well-being. The assignment will be evaluated by using

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				calculate, to construct, to distribute, to govern, to propose, to disturb, to rebuild, to transform, to lay (pipes, cables), to renovate, to restore, to strengthen. Adjectives: Lively, urban, efficient, developed, vibrant. Vocabulary for urban and rural lifestyles: Nouns: An arrow, a cliff, a shelter, a brick, a district. Verbs: To abandon, to dig, to wander. Adjectives for urban lifestyles: Diverse, fastpaced, commercial, energetic, charming, dynamic, entertaining, outstanding. Adjectives for rural lifestyles: Tranquil, peaceful, slow-paced, remote, authentic, tropical, unique, conventional, distant. Adverbs: Aside. Vocabulary for Future Cities: Adjectives: Advanced, sustainable, innovative, high-tech, eco-friendly, flexible, accessible, energy-efficient, global. Adverbs: Automatically. Vocabulary for challenges to overcome in future of cities: Nouns: Privacy, overpopulation, resource management. Phrasal verbs: Put aside. *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	**ENG.9.5.R3** Students can make sense of and derive meaning from the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/or with others. **ENG.9.5.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.5.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.5.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.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 house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W3** Students can construct new written content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" based on their understanding of the model(s) provided. **ENG.9.5.W4** Students can practise producing written content based on the current theme "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W5** Students can engage in the process of writing related to the content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.W6** Students can reconstruct their writing about the current theme on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" to communicate effectively about it. **ENG.9.5.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/ or with others. **ENG.9.5.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.S2** Students can analyse and understand the model content related to "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" to support the production of spoken language. **ENG.9.5.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house". **ENG.9.5.S4** Students can construct meaningful spoken content about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" through efficient and meaningful practice. **ENG.9.5.S5** Students can reconstruct the information about "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" when communicating with others. **ENG.9.5.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house" in relation to themselves or others, both individually and/ or with others.	a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Simple Future Tense vs Be Going to Future Tense: (The committee will restore the museum. The officials are going to rebuild this zone for		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				security). -Connecting Words Expressing Cause and Effect, Contrast: (so, which, until, why, while, when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, etc.): (The city is crowded and fast-paced, in contrast, rural areas are calm and spacious). Functions of the Grammatical Structures in Use: -Use of the Simple Future Tense versus Be Going to Future Tense: Discriminating future plans, predictions, planned actions from unplanned actions and spontaneous decisions. -Use of Connecting Words Expressing Cause and Effect, Contrast: (so, which, until, why, while, when, as, before, after, as long as, whenever, whereas, but, by the time, even though, despite, in spite of, etc.): Clarifying the relationship between the ideas about life in the neighbourhood and social life. Target Social Language Expressions in Use: Let’s meet up at the new café! It’s quicker if we take the tram. There’s a cool spot near the square! This city never sleeps!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Phonological Sounds in Use: Vowels: i: (/aı/, /ı/, /i:/) Consonants: f: (/f/); g: (/g/, /d /silent /g/); h: (/h/), silent /h/); j: (/d e /d /)k: (/k/, silent /k/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
25	29 Mart – 2 Nisan	4	Theme 6: Lıfe In The World &culture	Sub-themes: "Global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for global cuisines, food habits and cultures: Nouns: Consumption, a combination, flavour, nutrition, obesity, a portion, a preference, protein, spice. Verbs: To chop, to manufacture, to swallow. Adjectives: Affordable, balanced, beneficial, dairy, organic. Vocabulary for cultural diversity and international sports events: Nouns: Conservation, a leaflet, a legend, a myth, a parade. Verbs: To adapt, to classify, to distinguish, to inherit. Adjectives: Appropriate,	**ENG.9.6.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, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life". **ENG.9.6.L2** Students can bring together the information in the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.L3** Students can make sense of and derive meaning from the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.6.R1** Students can prepare for reading the content on "life in the city and country with local and international food culture and food festivals in the city" efficiently and effectively. **ENG.9.6.R2** Students can bring information together about the current content on "life in the city and country with local and international food culture and food festivals in the city" through skimming, scanning and detailed reading. **ENG.9.6.R3** Students can make sense of and derive meaning from the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the city and country with local and international food culture and food festivals in the city" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.6.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the city and country with local and international food culture and food festivals in the city", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.6.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city".	PERFORMANCE ASSIGNMENT: Students will explore the theme "Life in the World and Culture" by focusing on global cuisines, food habits, and cultures, cultural diversity through international sports, films, and musical events, and the impact of globalisation on everyday life. Students will design "a cultural portfolio" in which they choose one country to research and present its unique food traditions, popular cultural events, and important contributions to global sports or arts. They will also examine how globalisation has influenced these traditions, such as the fusion of cuisines or the international popularity of certain sports and films. The portfolio will include visuals, descriptions, and personal reflections on what they have learnt about the interconnectedness of cultures worldwide. 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
				mixed, precious. Adverbs: Genuinely. International sports events: Nouns: An applicant, a marathon, a medal, a membership, a referee, a spectator, a sponsorship, an opponent, a representative, a pitch, a venue. Verbs: To broadcast, to cheer, to equip. Adjectives: Entertaining, risky, skilled. Adverbs: Severely. Impact of globalisation on everyday life: Nouns: A civilization, fame. Verbs: To dominate, to edit, to exploit. Adjectives: industrial, universal, widespread. Adverbs: Apparently, extensively, rapidly. *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	**ENG.9.6.W3** Students can construct new written content on "life in the city and country with local and international food culture and food festivals in the city" based on their understanding of the model(s) provided. **ENG.9.6.W4** Students can practise producing written content based on the current theme "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.W5** Students can engage in the process of writing related to the content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.W6** Students can reconstruct their writing about the current theme on "life in the city and country with local and international food culture and food festivals in the city" to communicate effectively about it. **ENG.9.6.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.S2** Students can analyse and understand the model content related to "life in the city and country with local and international food culture and food festivals in the city" to support the production of spoken language. **ENG.9.6.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.S4** Students can construct meaningful spoken content about "life in the city and country with local and international food culture and food festivals in the city" through efficient and meaningful practice. **ENG.9.6.S5** Students can reconstruct the information about "life in the city and country with local and international food culture and food festivals in the city" when communicating with others. **ENG.9.6.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -Modals for Probability: ("Can, Could, May, Might, Must"): (The combination of organic vegetables can provide a better source of nutrition). -Modals for Lack of Probability ("Can't, Couldn't"): (That can't be dessert. It's too sour!) -Modals for Speculation: ("Can, Could, May, Might, Must, Can't, Couldn't"): (She must be the assistant chef of this restaurant). -Modals for Deduction ("Must, Can't, Might, May, Could"): (The meal must		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				be high in protein because it’s made of meat). -Modals for Obligation and Necessity ("Must, Have to, Need") Obligation in the Past ("Had to"): (They must wash their hands before cooking the food). -Modals for lack of Obligation ("Don’t have to- Don’t need to, Needn’t"): (You don’t have to eat that soup if it doesn’t taste good). -Modals for Prohibition ("Must not - Can’t"): (You can’t enter the kitchen. You don’t work here). -Modals for Lack of Prohibition (Modals for Permission) ("Can, may, could"): (You could learn the recipe if you like). -Modals for Advice ("Should, Ought to, Had better, Could"): (You should try Turkish "Dolma" if you want to taste traditional food in Türkiye) -Be Able to in the Present and Future: (People will be able to reach global markets more easily due to developments in technology in the future). Functions of the Grammatical Structures in Use: -Use of Modals ("Can, Could, May, Might, Must"): Expressing probability and speculation. -Use of Modals ("Can’t,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Couldn’t"): Expressing lack of Probability. -Use of Modals ("Could, Must, Can’t, Might, May"): Expressing deduction. -Use of Modals ("Must, Have to, Need") Obligation in the Past ("Had to"): Expressing obligation and necessity. -Use of Modals ("Don’t have to, Don’t need to, Needn’t"): Expressing lack of obligation. -Use of Modals ("Must not - Can’t"): Expressing prohibition. -Use of Modals (Modals for Permission) ("Can, may, could"): Expressing lack of prohibition. -Modals for Advice ("Should, Ought to, Had better, Could"): Expressing advice and recommendation. -Use of "Be Able to in the Present and Future" ("Am-is-are able to, will be able to": Expressing ability. Target Social Language Expressions in Use: That’s part of our tradition! Let me show you something from our culture! Different is interesting, not weird! Culture brings us closer! 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 /, /ɒ /, /ɜː /) Consonants: l: (/l/ /l/, silent /l/); m; (/m/,/m/); n: (/n/, /n/, silent /n/); ng: (/ng/); p: (/p/, silent /p/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
26	5–9 Nisan	4	Theme 6: Lıfe In The World &culture	Sub-themes: "Global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for global cuisines, food habits and cultures: Nouns: Consumption, a combination, flavour, nutrition, obesity, a portion, a preference, protein, spice. Verbs: To chop, to manufacture, to swallow. Adjectives: Affordable, balanced, beneficial, dairy, organic. Vocabulary for cultural diversity and international sports events: Nouns: Conservation, a leaflet, a legend, a myth, a parade. Verbs: To adapt, to classify, to distinguish, to inherit. Adjectives: Appropriate,	**ENG.9.6.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, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life". **ENG.9.6.L2** Students can bring together the information in the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.L3** Students can make sense of and derive meaning from the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.6.R1** Students can prepare for reading the content on "life in the city and country with local and international food culture and food festivals in the city" efficiently and effectively. **ENG.9.6.R2** Students can bring information together about the current content on "life in the city and country with local and international food culture and food festivals in the city" through skimming, scanning and detailed reading. **ENG.9.6.R3** Students can make sense of and derive meaning from the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the city and country with local and international food culture and food festivals in the city" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.6.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the city and country with local and international food culture and food festivals in the city", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.6.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city".	PERFORMANCE ASSIGNMENT: Students will explore the theme "Life in the World and Culture" by focusing on global cuisines, food habits, and cultures, cultural diversity through international sports, films, and musical events, and the impact of globalisation on everyday life. Students will design "a cultural portfolio" in which they choose one country to research and present its unique food traditions, popular cultural events, and important contributions to global sports or arts. They will also examine how globalisation has influenced these traditions, such as the fusion of cuisines or the international popularity of certain sports and films. The portfolio will include visuals, descriptions, and personal reflections on what they have learnt about the interconnectedness of cultures worldwide. 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
				mixed, precious. Adverbs: Genuinely. International sports events: Nouns: An applicant, a marathon, a medal, a membership, a referee, a spectator, a sponsorship, an opponent, a representative, a pitch, a venue. Verbs: To broadcast, to cheer, to equip. Adjectives: Entertaining, risky, skilled. Adverbs: Severely. Impact of globalisation on everyday life: Nouns: A civilization, fame. Verbs: To dominate, to edit, to exploit. Adjectives: industrial, universal, widespread. Adverbs: Apparently, extensively, rapidly. *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	**ENG.9.6.W3** Students can construct new written content on "life in the city and country with local and international food culture and food festivals in the city" based on their understanding of the model(s) provided. **ENG.9.6.W4** Students can practise producing written content based on the current theme "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.W5** Students can engage in the process of writing related to the content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.W6** Students can reconstruct their writing about the current theme on "life in the city and country with local and international food culture and food festivals in the city" to communicate effectively about it. **ENG.9.6.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.S2** Students can analyse and understand the model content related to "life in the city and country with local and international food culture and food festivals in the city" to support the production of spoken language. **ENG.9.6.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.S4** Students can construct meaningful spoken content about "life in the city and country with local and international food culture and food festivals in the city" through efficient and meaningful practice. **ENG.9.6.S5** Students can reconstruct the information about "life in the city and country with local and international food culture and food festivals in the city" when communicating with others. **ENG.9.6.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -Modals for Probability: ("Can, Could, May, Might, Must"): (The combination of organic vegetables can provide a better source of nutrition). -Modals for Lack of Probability ("Can't, Couldn't"): (That can't be dessert. It's too sour!) -Modals for Speculation: ("Can, Could, May, Might, Must, Can't, Couldn't"): (She must be the assistant chef of this restaurant). -Modals for Deduction ("Must, Can't, Might, May, Could"): (The meal must		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				be high in protein because it’s made of meat). -Modals for Obligation and Necessity ("Must, Have to, Need") Obligation in the Past ("Had to"): (They must wash their hands before cooking the food). -Modals for lack of Obligation ("Don’t have to- Don’t need to, Needn’t"): (You don’t have to eat that soup if it doesn’t taste good). -Modals for Prohibition ("Must not - Can’t"): (You can’t enter the kitchen. You don’t work here). -Modals for Lack of Prohibition (Modals for Permission) ("Can, may, could"): (You could learn the recipe if you like). -Modals for Advice ("Should, Ought to, Had better, Could"): (You should try Turkish "Dolma" if you want to taste traditional food in Türkiye) -Be Able to in the Present and Future: (People will be able to reach global markets more easily due to developments in technology in the future). Functions of the Grammatical Structures in Use: -Use of Modals ("Can, Could, May, Might, Must"): Expressing probability and speculation. -Use of Modals ("Can’t,		

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				Couldn’t"): Expressing lack of Probability. -Use of Modals ("Could, Must, Can’t, Might, May"): Expressing deduction. -Use of Modals ("Must, Have to, Need") Obligation in the Past ("Had to"): Expressing obligation and necessity. -Use of Modals ("Don’t have to, Don’t need to, Needn’t"): Expressing lack of obligation. -Use of Modals ("Must not - Can’t"): Expressing prohibition. -Use of Modals (Modals for Permission) ("Can, may, could"): Expressing lack of prohibition. -Modals for Advice ("Should, Ought to, Had better, Could"): Expressing advice and recommendation. -Use of "Be Able to in the Present and Future" ("Am-is-are able to, will be able to": Expressing ability. Target Social Language Expressions in Use: That’s part of our tradition! Let me show you something from our culture! Different is interesting, not weird! Culture brings us closer! 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 /, /ɒ /, /ɜ: /) Consonants: l: (/l/ /l/, silent /l/); m; (/m/,/m/); n: (/n/, /n/, silent /n/); ng: (/ng/); p: (/p/, silent /p/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
27	12–16 Nisan	4	Theme 6: Lıfe In The World &culture	Sub-themes: "Global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for global cuisines, food habits and cultures: Nouns: Consumption, a combination, flavour, nutrition, obesity, a portion, a preference, protein, spice. Verbs: To chop, to manufacture, to swallow. Adjectives: Affordable, balanced, beneficial, dairy, organic. Vocabulary for cultural diversity and international sports events: Nouns: Conservation, a leaflet, a legend, a myth, a parade. Verbs: To adapt, to classify, to distinguish, to inherit. Adjectives: Appropriate,	**ENG.9.6.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, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life". **ENG.9.6.L2** Students can bring together the information in the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.L3** Students can make sense of and derive meaning from the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.6.R1** Students can prepare for reading the content on "life in the city and country with local and international food culture and food festivals in the city" efficiently and effectively. **ENG.9.6.R2** Students can bring information together about the current content on "life in the city and country with local and international food culture and food festivals in the city" through skimming, scanning and detailed reading. **ENG.9.6.R3** Students can make sense of and derive meaning from the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the city and country with local and international food culture and food festivals in the city" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.6.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the city and country with local and international food culture and food festivals in the city", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.6.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city".	PERFORMANCE ASSIGNMENT: Students will explore the theme "Life in the World and Culture" by focusing on global cuisines, food habits, and cultures, cultural diversity through international sports, films, and musical events, and the impact of globalisation on everyday life. Students will design "a cultural portfolio" in which they choose one country to research and present its unique food traditions, popular cultural events, and important contributions to global sports or arts. They will also examine how globalisation has influenced these traditions, such as the fusion of cuisines or the international popularity of certain sports and films. The portfolio will include visuals, descriptions, and personal reflections on what they have learnt about the interconnectedness of cultures worldwide. 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
				mixed, precious. Adverbs: Genuinely. International sports events: Nouns: An applicant, a marathon, a medal, a membership, a referee, a spectator, a sponsorship, an opponent, a representative, a pitch, a venue. Verbs: To broadcast, to cheer, to equip. Adjectives: Entertaining, risky, skilled. Adverbs: Severely. Impact of globalisation on everyday life: Nouns: A civilization, fame. Verbs: To dominate, to edit, to exploit. Adjectives: industrial, universal, widespread. Adverbs: Apparently, extensively, rapidly. *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	**ENG.9.6.W3** Students can construct new written content on "life in the city and country with local and international food culture and food festivals in the city" based on their understanding of the model(s) provided. **ENG.9.6.W4** Students can practise producing written content based on the current theme "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.W5** Students can engage in the process of writing related to the content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.W6** Students can reconstruct their writing about the current theme on "life in the city and country with local and international food culture and food festivals in the city" to communicate effectively about it. **ENG.9.6.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.S2** Students can analyse and understand the model content related to "life in the city and country with local and international food culture and food festivals in the city" to support the production of spoken language. **ENG.9.6.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.S4** Students can construct meaningful spoken content about "life in the city and country with local and international food culture and food festivals in the city" through efficient and meaningful practice. **ENG.9.6.S5** Students can reconstruct the information about "life in the city and country with local and international food culture and food festivals in the city" when communicating with others. **ENG.9.6.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -Modals for Probability: ("Can, Could, May, Might, Must"): (The combination of organic vegetables can provide a better source of nutrition). -Modals for Lack of Probability ("Can't, Couldn't"): (That can't be dessert. It's too sour!) -Modals for Speculation: ("Can, Could, May, Might, Must, Can't, Couldn't"): (She must be the assistant chef of this restaurant). -Modals for Deduction ("Must, Can't, Might, May, Could"): (The meal must		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				be high in protein because it’s made of meat). -Modals for Obligation and Necessity ("Must, Have to, Need") Obligation in the Past ("Had to"): (They must wash their hands before cooking the food). -Modals for lack of Obligation ("Don’t have to- Don’t need to, Needn’t"): (You don’t have to eat that soup if it doesn’t taste good). -Modals for Prohibition ("Must not - Can’t"): (You can’t enter the kitchen. You don’t work here). -Modals for Lack of Prohibition (Modals for Permission) ("Can, may, could"): (You could learn the recipe if you like). -Modals for Advice ("Should, Ought to, Had better, Could"): (You should try Turkish "Dolma" if you want to taste traditional food in Türkiye) -Be Able to in the Present and Future: (People will be able to reach global markets more easily due to developments in technology in the future). Functions of the Grammatical Structures in Use: -Use of Modals ("Can, Could, May, Might, Must"): Expressing probability and speculation. -Use of Modals ("Can’t,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Couldn’t"): Expressing lack of Probability. -Use of Modals ("Could, Must, Can’t, Might, May"): Expressing deduction. -Use of Modals ("Must, Have to, Need") Obligation in the Past ("Had to"): Expressing obligation and necessity. -Use of Modals ("Don’t have to, Don’t need to, Needn’t"): Expressing lack of obligation. -Use of Modals ("Must not - Can’t"): Expressing prohibition. -Use of Modals (Modals for Permission) ("Can, may, could"): Expressing lack of prohibition. -Modals for Advice ("Should, Ought to, Had better, Could"): Expressing advice and recommendation. -Use of "Be Able to in the Present and Future" ("Am-is-are able to, will be able to": Expressing ability. Target Social Language Expressions in Use: That’s part of our tradition! Let me show you something from our culture! Different is interesting, not weird! Culture brings us closer! 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 /, /ɒ /, /ɜː /) Consonants: l: (/l/ /l/, silent /l/); m; (/m/,/m/); n: (/n/, /n/, silent /n/); ng: (/ng/); p: (/p/, silent /p/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
28	19–23 Nisan	2	Theme 6: Lıfe In The World &culture Theme 7: Lıfe In Nature & Global Problems	Sub-themes: "Global cuisines, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for global cuisines, food habits and cultures: Nouns: Consumption, a combination, flavour, nutrition, obesity, a portion, a preference, protein, spice. Verbs: To chop, to manufacture, to swallow. Adjectives: Affordable, balanced, beneficial, dairy, organic. Vocabulary for cultural diversity and international sports events: Nouns: Conservation, a leaflet, a legend, a myth, a parade. Verbs: To adapt, to classify, to distinguish, to inherit. Adjectives: Appropriate,	**ENG.9.6.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, food habits and cultures; cultural diversity and international sports, films and musical events; impact of globalisation on everyday life". **ENG.9.6.L2** Students can bring together the information in the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.L3** Students can make sense of and derive meaning from the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.6.R1** Students can prepare for reading the content on "life in the city and country with local and international food culture and food festivals in the city" efficiently and effectively. **ENG.9.6.R2** Students can bring information together about the current content on "life in the city and country with local and international food culture and food festivals in the city" through skimming, scanning and detailed reading. **ENG.9.6.R3** Students can make sense of and derive meaning from the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the city and country with local and international food culture and food festivals in the city" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.6.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the city and country with local and international food culture and food festivals in the city", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.6.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.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 city and country with local and international food culture and food festivals in the city".	PERFORMANCE ASSIGNMENT: Students will explore the theme "Life in the World and Culture" by focusing on global cuisines, food habits, and cultures, cultural diversity through international sports, films, and musical events, and the impact of globalisation on everyday life. Students will design "a cultural portfolio" in which they choose one country to research and present its unique food traditions, popular cultural events, and important contributions to global sports or arts. They will also examine how globalisation has influenced these traditions, such as the fusion of cuisines or the international popularity of certain sports and films. The portfolio will include visuals, descriptions, and personal reflections on what they have learnt about the interconnectedness of cultures worldwide. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. PERFORMANCE ASSIGNMENT: Students will search for the theme "Life in Nature and Global Problems" by examining the effects of humans on natural disasters and effects of natural disasters on nature and humans and the role of technology in addressing global issues such as healthcare, AI, and data solutions. Students will research a specific natural disaster for the details of its environmental and human impact and

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				mixed, precious. Adverbs: Genuinely. International sports events: Nouns: An applicant, a marathon, a medal, a membership, a referee, a spectator, a sponsorship, an opponent, a representative, a pitch, a venue. Verbs: To broadcast, to cheer, to equip. Adjectives: Entertaining, risky, skilled. Adverbs: Severely. Impact of globalisation on everyday life: Nouns: A civilization, fame. Verbs: To dominate, to edit, to exploit. Adjectives: industrial, universal, widespread. Adverbs: Apparently, extensively, rapidly. *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	**ENG.9.6.W3** Students can construct new written content on "life in the city and country with local and international food culture and food festivals in the city" based on their understanding of the model(s) provided. **ENG.9.6.W4** Students can practise producing written content based on the current theme "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.W5** Students can engage in the process of writing related to the content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.W6** Students can reconstruct their writing about the current theme on "life in the city and country with local and international food culture and food festivals in the city" to communicate effectively about it. **ENG.9.6.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.6.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.S2** Students can analyse and understand the model content related to "life in the city and country with local and international food culture and food festivals in the city" to support the production of spoken language. **ENG.9.6.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the city and country with local and international food culture and food festivals in the city". **ENG.9.6.S4** Students can construct meaningful spoken content about "life in the city and country with local and international food culture and food festivals in the city" through efficient and meaningful practice. **ENG.9.6.S5** Students can reconstruct the information about "life in the city and country with local and international food culture and food festivals in the city" when communicating with others. **ENG.9.6.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the city and country with local and international food culture and food festivals in the city" in relation to themselves or others, both individually and/or with others. **ENG.9.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.L2** Students can bring together the information in the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.L3** Students can make sense of and derive meaning from the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others. **ENG.9.7.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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.7.R1** Students can prepare for reading the content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" efficiently and effectively. **ENG.9.7.R2** Students can bring information together about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" through skimming, scanning and detailed reading. **ENG.9.7.R3** Students can make sense of and derive meaning from the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others.	suggest innovative solutions for being prepared for disasters or recovery by using modern technology. They will design a multimedia presentation or poster showing how technological developments such as AI for disaster prediction can lessen the effects of these disasters. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Ulusal Egemenlik ve Çocuk Bayramı (23 Nisan)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -Modals for Probability: ("Can, Could, May, Might, Must"): (The combination of organic vegetables can provide a better source of nutrition). -Modals for Lack of Probability ("Can't, Couldn't"): (That can't be dessert. It's too sour!) -Modals for Speculation: ("Can, Could, May, Might, Must, Can't, Couldn't"): (She must be the assistant chef of this restaurant). -Modals for Deduction ("Must, Can't, Might, May, Could"): (The meal must	**ENG.9.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.7.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W3** Students can construct new written content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" based on their understanding of the model(s) provided. **ENG.9.7.W4** Students can practise producing written content based on the current theme "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.W5** Students can engage in the process of writing related to the content on "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.W6** Students can reconstruct their writing about the current theme on "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" to communicate effectively about it. **ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others. **ENG.9.7.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.S2** Students can analyse and understand the model content related to "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" to support the production of spoken language. **ENG.9.7.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.S4** Students can construct meaningful spoken content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" through efficient and meaningful practice. **ENG.9.7.S5** Students can reconstruct the information about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" when communicating with others. **ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others.	

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				be high in protein because it’s made of meat). -Modals for Obligation and Necessity ("Must, Have to, Need") Obligation in the Past ("Had to"): (They must wash their hands before cooking the food). -Modals for lack of Obligation ("Don’t have to- Don’t need to, Needn’t"): (You don’t have to eat that soup if it doesn’t taste good). -Modals for Prohibition ("Must not - Can’t"): (You can’t enter the kitchen. You don’t work here). -Modals for Lack of Prohibition (Modals for Permission) ("Can, may, could"): (You could learn the recipe if you like). -Modals for Advice ("Should, Ought to, Had better, Could"): (You should try Turkish "Dolma" if you want to taste traditional food in Türkiye) -Be Able to in the Present and Future: (People will be able to reach global markets more easily due to developments in technology in the future). Functions of the Grammatical Structures in Use: -Use of Modals ("Can, Could, May, Might, Must"): Expressing probability and speculation. -Use of Modals ("Can’t,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Couldn’t"): Expressing lack of Probability. -Use of Modals ("Could, Must, Can’t, Might, May"): Expressing deduction. -Use of Modals ("Must, Have to, Need") Obligation in the Past ("Had to"): Expressing obligation and necessity. -Use of Modals ("Don’t have to, Don’t need to, Needn’t"): Expressing lack of obligation. -Use of Modals ("Must not - Can’t"): Expressing prohibition. -Use of Modals (Modals for Permission) ("Can, may, could"): Expressing lack of prohibition. -Modals for Advice ("Should, Ought to, Had better, Could"): Expressing advice and recommendation. -Use of "Be Able to in the Present and Future" ("Am-is-are able to, will be able to": Expressing ability. Target Social Language Expressions in Use: That’s part of our tradition! Let me show you something from our culture! Different is interesting, not weird! Culture brings us closer! 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 /, /ɜːr /) Consonants: l: (/l/ /l/, silent /l/); m; (/m/,/m/); n: (/n/, /n/, silent /n/); ng: (/ng/); p: (pi /p/, silent /p/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme). Sub-themes: "Natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural disasters and their impact on nature: Natural disasters: An earthquake, a volcanic eruption, a tsunami, a landslide, an avalanche, a flood, erosion, a hurricane, a tornado. Natural disasters' impact on nature: Nouns: A habitat, a cliff, wildlife, species. Verbs: To harm, to erupt, to ruin. Adjectives: Widespread, inevitable. Adverbs: Inevitably. Vocabulary for natural disasters and their impact on humans: Nouns: An aid, a disorder, duration, a firefighter, hunger, a kit,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				panic, pity, shortage, a survival, a survivor, a tragedy. Verbs: To anticipate, to cope, to forecast, to overcome, to rescue, to strengthen. Adjectives: Anxious, desperate, homeless, miserable, tragic, severe, unfortunate, urgent. Adverbs: Desperately, dramatically. Vocabulary for impact of technology on global issues: Nouns: Healthcare, trading, a device, a recovery. Verbs: To heal, to cure, to maintain, to obtain, to progress. Adjectives: Wise. Adverbs: Primarily, efficiently, likewise. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -Relative Pronouns Used for Relative Clauses: (Which, Who, That) (Defining and Non-defining): (The earthquake that damaged the village caused many inhabitants to become homeless. The survivor, who lost their entire family in the flood, showed great resilience). Functions of the Grammatical Structures in Use: -Relative Pronouns Used for Relative Clauses: (Which, Who, That) (Defining and Non-defining):		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of Defining Relative Clauses: (Which, Who, That): Referring to objects or things by providing essential information that identifies them. -Use of Non-defining Relative Clauses: (Which, Who, That): Referring to objects or things by adding extra, non-essential information without changing the core meaning of the sentence. Target Social Language Expressions in Use: Let’s not waste anything on this planet! We should do something for the Earth, even if it’s small. That earthquake was scary! Small actions matter for our world! We have to protect what we’ve got on this planet! 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/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
29	26–30 Nisan	4	Theme 7: Lıfe In Nature	Sub-themes: "Natural	**ENG.9.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in	PERFORMANCE ASSIGNMENT:

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
			& Global Problems	disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural disasters and their impact on nature: Natural disasters: An earthquake, a volcanic eruption, a tsunami, a landslide, an avalanche, a flood, erosion, a hurricane, a tornado. Natural disasters' impact on nature: Nouns: A habitat, a cliff, wildlife, species. Verbs: To harm, to erupt, to ruin. Adjectives: Widespread, inevitable. Adverbs: Inevitably. Vocabulary for natural disasters and their impact on humans: Nouns: An aid, a disorder, duration, a firefighter, hunger, a kit, panic, pity, shortage, a survival, a survivor, a tragedy. Verbs: To anticipate, to cope, to forecast, to overcome, to rescue, to strengthen. Adjectives: Anxious, desperate, homeless, miserable, tragic, severe, unfortunate, urgent. Adverbs: Desperately, dramatically. Vocabulary for impact of	nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.L2** Students can bring together the information in the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.L3** Students can make sense of and derive meaning from the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others. **ENG.9.7.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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.7.R1** Students can prepare for reading the content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" efficiently and effectively. **ENG.9.7.R2** Students can bring information together about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" through skimming, scanning and detailed reading. **ENG.9.7.R3** Students can make sense of and derive meaning from the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others. **ENG.9.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.7.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W3** Students can construct new written content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" based on their understanding of the model(s) provided. **ENG.9.7.W4** Students can practise producing written content based on the current theme "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.W5** Students can engage in the process of writing related to the content on "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.W6** Students can reconstruct their writing about the current theme on "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" to communicate effectively about it.	Students will search for the theme "Life in Nature and Global Problems" by examining the effects of humans on natural disasters and effects of natural disasters on nature and humans and the role of technology in addressing global issues such as healthcare, AI, and data solutions. Students will research a specific natural disaster for the details of its environmental and human impact and suggest innovative solutions for being prepared for disasters or recovery by using modern technology. They will design a multimedia presentation or poster showing how technological developments such as AI for disaster prediction can lessen the effects of these disasters. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Kût'ül Amâre Zaferi (29 Nisan)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				technology on global issues: Nouns: Healthcare, trading, a device, a recovery. Verbs: To heal, to cure, to maintain, to obtain, to progress. Adjectives: Wise. Adverbs: Primarily, efficiently, likewise. *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-topics. This	**ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others. **ENG.9.7.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.S2** Students can analyse and understand the model content related to "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" to support the production of spoken language. **ENG.9.7.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.S4** Students can construct meaningful spoken content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" through efficient and meaningful practice. **ENG.9.7.S5** Students can reconstruct the information about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" when communicating with others. **ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others.	

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 of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -Relative Pronouns Used for Relative Clauses: (Which, Who, That) (Defining and Non-defining): (The earthquake that damaged the village caused many inhabitants to become homeless. The survivor, who lost their entire family in the flood, showed great resilience). Functions of the Grammatical Structures in Use: -Relative Pronouns Used for Relative Clauses: (Which, Who, That) (Defining and Non-defining): -Use of Defining Relative Clauses: (Which, Who, That): Referring to objects or things by providing essential information that identifies them. -Use of Non-defining Relative Clauses: (Which, Who, That): Referring to objects or things by adding extra, non-essential information without changing the core meaning of the sentence.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Target Social Language Expressions in Use: Let's not waste anything on this planet! We should do something for the Earth, even if it's small. That earthquake was scary! Small actions matter for our world! We have to protect what we've got on this planet! 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/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
30	3–7 Mayıs	4	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: "Natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural disasters and their impact on nature: Natural disasters: An earthquake, a volcanic	**ENG.9.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.L2** Students can bring together the information in the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.L3** Students can make sense of and derive meaning from the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others. **ENG.9.7.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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.7.R1** Students can prepare for reading the content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" efficiently and effectively.	PERFORMANCE ASSIGNMENT: Students will search for the theme "Life in Nature and Global Problems" by examining the effects of humans on natural disasters and effects of natural disasters on nature and humans and the role of technology in addressing global issues such as healthcare, AI, and data solutions. Students will research a specific natural disaster for the details of its environmental and human impact and suggest innovative solutions for being prepared for disasters or recovery by using modern technology. They will design a multimedia presentation or poster showing how technological developments such as AI for disaster prediction can lessen the effects of

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				eruption, a tsunami, a landslide, an avalanche, a flood, erosion, a hurricane, a tornado. Natural disasters' impact on nature: Nouns: A habitat, a cliff, wildlife, species. Verbs: To harm, to erupt, to ruin. Adjectives: Widespread, inevitable. Adverbs: Inevitably. Vocabulary for natural disasters and their impact on humans: Nouns: An aid, a disorder, duration, a firefighter, hunger, a kit, panic, pity, shortage, a survival, a survivor, a tragedy. Verbs: To anticipate, to cope, to forecast, to overcome, to rescue, to strengthen. Adjectives: Anxious, desperate, homeless, miserable, tragic, severe, unfortunate, urgent. Adverbs: Desperately, dramatically. Vocabulary for impact of technology on global issues: Nouns: Healthcare, trading, a device, a recovery. Verbs: To heal, to cure, to maintain, to obtain, to progress. Adjectives: Wise. Adverbs: Primarily, efficiently, likewise. *National and religious days, festivals and celebrations: "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May	**ENG.9.7.R2** Students can bring information together about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" through skimming, scanning and detailed reading. **ENG.9.7.R3** Students can make sense of and derive meaning from the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others. **ENG.9.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.7.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W3** Students can construct new written content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" based on their understanding of the model(s) provided. **ENG.9.7.W4** Students can practise producing written content based on the current theme "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.W5** Students can engage in the process of writing related to the content on "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.W6** Students can reconstruct their writing about the current theme on "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" to communicate effectively about it. **ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others. **ENG.9.7.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.S2** Students can analyse and understand the model content related to "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" to support the production of spoken language. **ENG.9.7.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.S4** Students can construct meaningful spoken content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" through efficient and meaningful practice. **ENG.9.7.S5** Students can reconstruct the information about "life in the world and nature with nature, endangered	these disasters. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -Relative Pronouns Used for Relative Clauses: (Which, Who, That)	animals, their natural living conditions and habitats, and protection of them" when communicating with others. **ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Defining and Non-defining): (The earthquake that damaged the village caused many inhabitants to become homeless. The survivor, who lost their entire family in the flood, showed great resilience). Functions of the Grammatical Structures in Use: -Relative Pronouns Used for Relative Clauses: (Which, Who, That) (Defining and Non-defining): -Use of Defining Relative Clauses: (Which, Who, That): Referring to objects or things by providing essential information that identifies them. -Use of Non-defining Relative Clauses: (Which, Who, That): Referring to objects or things by adding extra, non-essential information without changing the core meaning of the sentence. Target Social Language Expressions in Use: Let’s not waste anything on this planet! We should do something for the Earth, even if it’s small. That earthquake was scary! Small actions matter for our world! We have to protect what we’ve got on this planet! Target Phonological Sounds in Use: Vowel: u		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Consonants: q, r, s, t Vowel: u: (/juː /, /ɜː/, /juː/, silent /u/) Consonants: q: (/kjuː /, /k/); r: (/ɹ ː(Br), silent /r/ (Br), /aː /(AmE), /ɚ / (AmE), silent /r/ (Br)); s: (/s/, /ʃ s/, /ʒ/, silent /s/); t : (/tiː /, /ɾ/, silent /t/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
31	10–14 Mayıs	4	Theme 7: Lıfe In Nature & Global Problems	Sub-themes: "Natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for natural disasters and their impact on nature: Natural disasters: An earthquake, a volcanic eruption, a tsunami, a landslide, an avalanche, a flood, erosion, a hurricane, a tornado. Natural disasters' impact on nature: Nouns: A habitat, a cliff, wildlife, species. Verbs: To harm, to erupt, to ruin. Adjectives: Widespread, inevitable. Adverbs: Inevitably. Vocabulary for natural disasters and their impact on humans: Nouns: An aid, a	**ENG.9.7.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.L2** Students can bring together the information in the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.L3** Students can make sense of and derive meaning from the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others. **ENG.9.7.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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.7.R1** Students can prepare for reading the content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" efficiently and effectively. **ENG.9.7.R2** Students can bring information together about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" through skimming, scanning and detailed reading. **ENG.9.7.R3** Students can make sense of and derive meaning from the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others. **ENG.9.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	PERFORMANCE ASSIGNMENT: Students will search for the theme "Life in Nature and Global Problems" by examining the effects of humans on natural disasters and effects of natural disasters on nature and humans and the role of technology in addressing global issues such as healthcare, AI, and data solutions. Students will research a specific natural disaster for the details of its environmental and human impact and suggest innovative solutions for being prepared for disasters or recovery by using modern technology. They will design a multimedia presentation or poster showing how technological developments such as AI for disaster prediction can lessen the effects of these disasters. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				disorder, duration, a firefighter, hunger, a kit, panic, pity, shortage, a survival, a survivor, a tragedy. Verbs: To anticipate, to cope, to forecast, to overcome, to rescue, to strengthen. Adjectives: Anxious, desperate, homeless, miserable, tragic, severe, unfortunate, urgent. Adverbs: Desperately, dramatically. Vocabulary for impact of technology on global issues: Nouns: Healthcare, trading, a device, a recovery. Verbs: To heal, to cure, to maintain, to obtain, to progress. Adjectives: Wise. Adverbs: Primarily, efficiently, likewise. *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	**ENG.9.7.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W3** Students can construct new written content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" based on their understanding of the model(s) provided. **ENG.9.7.W4** Students can practise producing written content based on the current theme "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.W5** Students can engage in the process of writing related to the content on "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)". **ENG.9.7.W6** Students can reconstruct their writing about the current theme on "life in nature and global problems with natural disasters and their impact on nature; natural disasters and their impact on humans; impact of technology on global issues (AI, data, healthcare)" to communicate effectively about it. **ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others. **ENG.9.7.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.S2** Students can analyse and understand the model content related to "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" to support the production of spoken language. **ENG.9.7.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.S4** Students can construct meaningful spoken content about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" through efficient and meaningful practice. **ENG.9.7.S5** Students can reconstruct the information about "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" when communicating with others. **ENG.9.7.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 nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -Relative Pronouns Used for Relative Clauses: (Which, Who, That) (Defining and Non-defining): (The earthquake that damaged the village caused many inhabitants to become homeless. The survivor, who lost their entire family in the flood, showed great resilience). Functions of the Grammatical Structures in Use: -Relative Pronouns Used for Relative Clauses: (Which, Who, That)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(Defining and Non-defining): -Use of Defining Relative Clauses: (Which, Who, That): Referring to objects or things by providing essential information that identifies them. -Use of Non-defining Relative Clauses: (Which, Who, That): Referring to objects or things by adding extra, non-essential information without changing the core meaning of the sentence. Target Social Language Expressions in Use: Let’s not waste anything on this planet! We should do something for the Earth, even if it’s small. That earthquake was scary! Small actions matter for our world! We have to protect what we’ve got on this planet! 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/, / /, silent /s/); t : (/ti /, / /, silent /t/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
32	17–21 Mayıs	4	Theme 8: Lıfe In The Unıverse & The Future	Sub-themes: "Universal issues in the future; search for habitable planets; space and technology" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for life in the universe: Nouns: Globe, oxygen, carbon, observation. Verbs: To observe. Adjectives: Mysterious, solar, essential, external, outer, unknown. Adverbs: Essentially, universally. Vocabulary for habitable planets: Nouns: Existence, an exploration, an inhabitant, an astronomer, a civilisation, a mission, a satellite, a rocket, a colony, radiation. Verbs: To attempt, to estimate, to detect, to launch, to settle. Adjectives: Distant, dynamic, massive, potential. Adverbs: Beyond, potentially, elsewhere. Vocabulary for space and technology: Nouns: An alien, a database, an aircraft, privacy, navigation. Verbs: To implement, to interact, to install, to advance, to transform. Adjectives: Sophisticated, efficient, curious, artificial. Phrases: Space mission, interplanetary travel *National and religious days, festivals and celebrations:	**ENG.9.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and the future with universal issues in the future; search for habitable planets; space and technology". **ENG.9.8.L2** Students can bring together the information in the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. **ENG.9.8.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.8.R1** Students can prepare for reading the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" efficiently and effectively. **ENG.9.8.R2** Students can bring information together about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" through skimming, scanning and detailed reading. **ENG.9.8.R3** Students can make sense of and derive meaning from the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. **ENG.9.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.8.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.8.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W3** Students can construct new written content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" based on their understanding of the model(s) provided. **ENG.9.8.W4** Students can practise producing written content based on the current theme "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W5** Students can engage in the process of writing related to the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W6** Students can reconstruct their writing about the current theme on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" to communicate effectively about it. **ENG.9.8.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. **ENG.9.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.S2** Students can analyse and understand the model content related to "life in the universe and future with	PERFORMANCE ASSIGNMENT: Students will work on and examine the theme "Life in the Universe and the Future" by searching universal issues in the future, the search for habitable planets, and advancements in space and technology. They will imagine what life could look like in the next century by focusing on how humanity could address challenges such as overpopulation, resource consumption, and environmental crises. Students will research current efforts to discover habitable planets and create a futuristic journal entry. They can enlarge their entry by a model of an advanced technology that could solve a universal issue or expand space exploration. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme. Atatürk'ü Anma ve Gençlik ve Spor Bayramı (19 Mayıs)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				“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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use:	films, film genres, futuristic films with futuristic ideas, and technology" to support the production of spoken language. **ENG.9.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.S4** Students can construct meaningful spoken content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" through efficient and meaningful practice. **ENG.9.8.S5** Students can reconstruct the information about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" when communicating with others. **ENG.9.8.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Zero Conditional: (If you heat water to 100 degrees Celsius, it boils). -Conditional 1: (If we leave early in the morning, we will have enough time to explore the city centre). -Conditional 2: (If we found another planet to live on, would people travel there?). -Wish Clauses: (I wish our planet could be a better place to live). Functions of the Grammatical Structures in Use: -Use of the Zero Conditional: Describing general truths, facts, and habits-situations where the result always happens if the condition is met. -Use of the Conditional 1: Describing realistic situations in future that are likely to happen and/ or cause-andeffect relationship between a condition and its probable outcome. -Use of the Conditional 2: Describing imaginary, unlikely, and unreal situations in the present or future and their results. -Use of "Wish Clauses": Describing regrets, desires, and/or unreal situations about the present, future and the past. Target Social Language Expressions in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				What do you think the future will be like? Would you go to space if you could? Sounds like sci-fi - but maybe not. The future is closer than we think! Big ideas start with small questions! 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/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
33	24–28 Mayıs	2	Theme 8: Lıfe In The Unıverse & The Future Evaluatıon	Sub-themes: "Universal issues in the future; search for habitable planets; space and technology" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for life in the universe: Nouns: Globe, oxygen, carbon, observation. Verbs: To observe. Adjectives: Mysterious, solar, essential, external, outer, unknown. Adverbs: Essentially, universally. Vocabulary for habitable planets: Nouns:	**ENG.9.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and the future with universal issues in the future; search for habitable planets; space and technology". **ENG.9.8.L2** Students can bring together the information in the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. **ENG.9.8.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.8.R1** Students can prepare for reading the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" efficiently and effectively. **ENG.9.8.R2** Students can bring information together about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" through skimming, scanning and detailed reading. **ENG.9.8.R3** Students can make sense of and derive meaning from the current content on "life in the universe and	PERFORMANCE ASSIGNMENT: Students will work on and examine the theme "Life in the Universe and the Future" by searching universal issues in the future, the search for habitable planets, and advancements in space and technology. They will imagine what life could look like in the next century by focusing on how humanity could address challenges such as overpopulation, resource consumption, and environmental crises. Students will research current efforts to discover habitable planets and create a futuristic journal entry. They can enlarge their entry by a model of an advanced technology that could solve a universal issue or expand 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
				Existence, an exploration, an inhabitant, an astronomer, a civilisation, a mission, a satellite, a rocket, a colony, radiation. Verbs: To attempt, to estimate, to detect, to launch, to settle. Adjectives: Distant, dynamic, massive, potential. Adverbs: Beyond, potentially, elsewhere. Vocabulary for space and technology: Nouns: An alien, a database, an aircraft, privacy, navigation. Verbs: To implement, to interact, to install, to advance, to transform. Adjectives: Sophisticated, efficient, curious, artificial. Phrases: Space mission, interplanetary travel *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	future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. **ENG.9.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.8.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.8.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W3** Students can construct new written content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" based on their understanding of the model(s) provided. **ENG.9.8.W4** Students can practise producing written content based on the current theme "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W5** Students can engage in the process of writing related to the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W6** Students can reconstruct their writing about the current theme on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" to communicate effectively about it. **ENG.9.8.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. **ENG.9.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.S2** Students can analyse and understand the model content related to "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" to support the production of spoken language. **ENG.9.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.S4** Students can construct meaningful spoken content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" through efficient and meaningful practice. **ENG.9.8.S5** Students can reconstruct the information about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" when communicating with others. **ENG.9.8.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others.	İstanbul'un Fethi (29 Mayıs)

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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -Zero Conditional: (If you heat water to 100 degrees Celsius, it boils). -Conditional 1: (If we leave early in the morning, we will have enough time to explore the city centre). -Conditional 2: (If we found another planet to live on, would people travel there?). -Wish Clauses: (I wish our planet could be a better place to live). Functions of the Grammatical Structures in Use:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Use of the Zero Conditional: Describing general truths, facts, and habits-situations where the result always happens if the condition is met. -Use of the Conditional 1: Describing realistic situations in future that are likely to happen and/ or cause-andeffect relationship between a condition and its probable outcome. -Use of the Conditional 2: Describing imaginary, unlikely, and unreal situations in the present or future and their results. -Use of "Wish Clauses": Describing regrets, desires, and/or unreal situations about the present, future and the past. Target Social Language Expressions in Use: What do you think the future will be like? Would you go to space if you could? Sounds like sci-fı - but maybe not. The future is closer than we think! Big ideas start with small questions! Target Phonological Sounds in Use: Consonants: v, w, x, y, z Consonants: v: (/vi /, /		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				v/); w: (/w/), silent /w/); x: (/ ks/, ks/, /gz/); y: (/ wa /, j/, / /, i /)z: / (zed/ (Br), /zi /(AmE), / z/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
34	31 Mayıs – 4 Haziran	4	Theme 8: Lıfe In The Unıverse & The Future	Sub-themes: "Universal issues in the future; search for habitable planets; space and technology" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for life in the universe: Nouns: Globe, oxygen, carbon, observation. Verbs: To observe. Adjectives: Mysterious, solar, essential, external, outer, unknown. Adverbs: Essentially, universally. Vocabulary for habitable planets: Nouns: Existence, an exploration, an inhabitant, an astronomer, a civilisation, a mission, a satellite, a rocket, a colony, radiation. Verbs: To attempt, to estimate, to detect, to launch, to settle. Adjectives: Distant, dynamic, massive, potential. Adverbs: Beyond, potentially, elsewhere. Vocabulary for space and technology: Nouns: An alien, a database, an aircraft, privacy, navigation. Verbs: To implement, to interact, to install, to advance, to transform.	**ENG.9.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and the future with universal issues in the future; search for habitable planets; space and technology". **ENG.9.8.L2** Students can bring together the information in the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. **ENG.9.8.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.8.R1** Students can prepare for reading the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" efficiently and effectively. **ENG.9.8.R2** Students can bring information together about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" through skimming, scanning and detailed reading. **ENG.9.8.R3** Students can make sense of and derive meaning from the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. **ENG.9.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.8.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.8.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W3** Students can construct new written content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" based on their understanding of the model(s) provided. **ENG.9.8.W4** Students can practise producing written content based on the current theme "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology".	PERFORMANCE ASSIGNMENT: Students will work on and examine the theme "Life in the Universe and the Future" by searching universal issues in the future, the search for habitable planets, and advancements in space and technology. They will imagine what life could look like in the next century by focusing on how humanity could address challenges such as overpopulation, resource consumption, and environmental crises. Students will research current efforts to discover habitable planets and create a futuristic journal entry. They can enlarge their entry by a model of an advanced technology that could solve a universal issue or expand 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
				Adjectives: Sophisticated, efficient, curious, artificial. Phrases: Space mission, interplanetary travel *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-topics. This consideration will be age-and-level appropriate and selected	**ENG.9.8.W5** Students can engage in the process of writing related to the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W6** Students can reconstruct their writing about the current theme on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" to communicate effectively about it. **ENG.9.8.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. **ENG.9.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.S2** Students can analyse and understand the model content related to "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" to support the production of spoken language. **ENG.9.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.S4** Students can construct meaningful spoken content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" through efficient and meaningful practice. **ENG.9.8.S5** Students can reconstruct the information about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" when communicating with others. **ENG.9.8.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -Zero Conditional: (If you heat water to 100 degrees Celsius, it boils). -Conditional 1: (If we leave early in the morning, we will have enough time to explore the city centre). -Conditional 2: (If we found another planet to live on, would people travel there?). -Wish Clauses: (I wish our planet could be a better place to live). Functions of the Grammatical Structures in Use: -Use of the Zero Conditional: Describing general truths, facts, and habits-situations where the result always happens if the condition is met. -Use of the Conditional 1: Describing realistic situations in future that are likely to happen and/ or cause-andeffect relationship between a condition and its probable outcome. -Use of the Conditional 2: Describing imaginary, unlikely, and unreal situations in the present		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				or future and their results. -Use of "Wish Clauses": Describing regrets, desires, and/or unreal situations about the present, future and the past. Target Social Language Expressions in Use: What do you think the future will be like? Would you go to space if you could? Sounds like sci-fi - but maybe not. The future is closer than we think! Big ideas start with small questions! 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/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
35	7–11 Haziran	4	Theme 8: Lıfe In The Unıverse & The Future	Sub-themes: "Universal issues in the future; search for habitable planets; space and technology" Target Vocabulary in Use (with revisional vocabulary):	**ENG.9.8.L1** Students can prepare and get ready for listening (to)/watching about the current content on "life in the universe and the future with universal issues in the future; search for habitable planets; space and technology". **ENG.9.8.L2** Students can bring together the information in the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.L3** Students can make sense of and derive meaning from the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.L4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with	PERFORMANCE ASSIGNMENT: Students will work on and examine the theme "Life in the Universe and the Future" by searching universal issues in the future, the search for habitable planets, and advancements in space and technology. They will imagine what life could look like in the next century by focusing on how humanity could address challenges such as

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for life in the universe: Nouns: Globe, oxygen, carbon, observation. Verbs: To observe. Adjectives: Mysterious, solar, essential, external, outer, unknown. Adverbs: Essentially, universally. Vocabulary for habitable planets: Nouns: Existence, an exploration, an inhabitant, an astronomer, a civilisation, a mission, a satellite, a rocket, a colony, radiation. Verbs: To attempt, to estimate, to detect, to launch, to settle. Adjectives: Distant, dynamic, massive, potential. Adverbs: Beyond, potentially, elsewhere. Vocabulary for space and technology: Nouns: An alien, a database, an aircraft, privacy, navigation. Verbs: To implement, to interact, to install, to advance, to transform. Adjectives: Sophisticated, efficient, curious, artificial. Phrases: Space mission, interplanetary travel *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	others. **ENG.9.8.P1** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" to develop holistic and conscious pronunciation skills after recognising them in context. **ENG.9.8.R1** Students can prepare for reading the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" efficiently and effectively. **ENG.9.8.R2** Students can bring information together about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" through skimming, scanning and detailed reading. **ENG.9.8.R3** Students can make sense of and derive meaning from the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.R4** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. **ENG.9.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.9.8.G1** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology", after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. **ENG.9.8.W1** Students can prepare for writing efficiently and accurately based on the current content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W2** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W3** Students can construct new written content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" based on their understanding of the model(s) provided. **ENG.9.8.W4** Students can practise producing written content based on the current theme "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W5** Students can engage in the process of writing related to the content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.W6** Students can reconstruct their writing about the current theme on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" to communicate effectively about it. **ENG.9.8.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. **ENG.9.8.S1** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.S2** Students can analyse and understand the model content related to "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" to support the production of spoken language. **ENG.9.8.S3** Students can produce meaningful and accurate spoken content related to the current theme on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology". **ENG.9.8.S4** Students can construct meaningful spoken content about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" through efficient and meaningful practice. **ENG.9.8.S5** Students can reconstruct the information about "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" when communicating with others.	overpopulation, resource consumption, and environmental crises. Students will research current efforts to discover habitable planets and create a futuristic journal entry. They can enlarge their entry by a model of an advanced technology that could solve a universal issue or expand 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
				(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-topics. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -Zero Conditional: (If you heat water to 100 degrees Celsius, it boils). -Conditional 1: (If we leave early in the morning, we will have enough time to explore the city centre).	**ENG.9.8.S6** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on "life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				-Conditional 2: (If we found another planet to live on, would people travel there?). -Wish Clauses: (I wish our planet could be a better place to live). Functions of the Grammatical Structures in Use: -Use of the Zero Conditional: Describing general truths, facts, and habits-situations where the result always happens if the condition is met. -Use of the Conditional 1: Describing realistic situations in future that are likely to happen and/ or cause-andeffect relationship between a condition and its probable outcome. -Use of the Conditional 2: Describing imaginary, unlikely, and unreal situations in the present or future and their results. -Use of "Wish Clauses": Describing regrets, desires, and/or unreal situations about the present, future and the past. Target Social Language Expressions in Use: What do you think the future will be like? Would you go to space if you could? Sounds like sci-fi - but maybe not.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				The future is closer than we think! Big ideas start with small questions! 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/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).		
36	14–18 Haziran					
37	21–25 Haziran					

Kaynak: MEB İNGİLİZCE - 2026-2027 HAZIRLIK SINIFI BULUNAN LİSELER TASLAK YILLIK PLAN.xlsx (9.SINIF) · https://tymm.meb.gov.tr/assets/file/ingilizce-dersi-taslak-yillik-planlar_20260827_111530_896.rar · Kontrol: 2026-11-21. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.