2026-2027 Eğitim-Öğretim Yılı · İngilizce 9. sınıf · Hazırlık sınıfı bulunmayan 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)	Target Vocabulary in Use (with revisional vocabulary): Vocabulary for school events and celebrations (sports, music, drama) Vocabulary for developing the environment Vocabulary for preferences for different learning activities Vocabulary for preferences for different learning technologies Vocabulary for personal preferences for films and visual arts Vocabulary for relationships, problems and solutions in the family Target Grammatical Structures in Use: Use of the Simple Present Tense vs Present Progressive Tense: Distinguishing regular actions, habits, general truths, permanent situations, and actions happening at the moment of speaking, and temporary activities Use of “must” (obligation): Expressing necessity or duty Use of “can” for abilities: Expressing ability or skill to perform an action Use of “can’t” for abilities: Expressing lack of ability or skill to perform an action Use of “have to” for obligations in present: Indicating present	**ENG.8.1.R3** Students can make sense of and derive meaning from the current content on “school lifeand education with school events and celebrations (sports, music, drama); developing theenvironment; national days and celebrations”. **ENG.8.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “school life and education with school events and celebrations(sports, music, drama); developing the environment; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.1.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “school life and education with school eventsand celebrations (sports, music, drama); developing the environment; national days andcelebrations”, after recognising them in context and developing their conscious and inductivegrammaring skills through consciousness-raising and discovery. **ENG.8.1.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to thewriting process about the current content on “school life and education with school eventsand celebrations (sports, music, drama); developing the environment; national days andcelebrations” in relation to themselves or others, both individually and/or with others. **ENG.8.1.S3** Students can produce meaningful and accurate spoken content related to the current themeon “school life and education with school events and celebrations (sports, music, drama);developing the environment; national days and celebrations”. **ENG.8.2.R3** Students can make sense of and derive meaning from the current content on “classroomlife and learning with preferences for different learning activities; preferences for differentlearning technologies”. **ENG.8.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based onthe current content about “classroom life and learning with preferences for different learningactivities; preferences for different learning technologies” after recognising them in contextand developing their conscious and inductive vocabulary learning skills. **ENG.8.2.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “classroom life and learning with preferencesfor different learning activities; preferences for different learning technologies”, afterrecognising them in context and developing their conscious and inductive grammaring skillsthrough consciousness-raising and discovery. **ENG.8.3.R3** Students can make sense of and derive meaning from the current content on “personallife and well-being with mobile phones and their impact on health and social life; personalpreferences for films and visual arts”. **ENG.8.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “personal life and well-being with mobile phones and their impacton health and social life; personal preferences for films and visual arts” after recognising themin context and developing their conscious and inductive vocabulary learning skills. **ENG.8.3.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “personal life and well-being with mobile phonesand their impact on health and social life; personal preferences for films and visual arts”, afterrecognising them in context and developing their conscious and inductive grammaring skillsthrough consciousness-raising and discovery. **ENG.8.4.R3** Students can make sense of and derive meaning from the current content on “family life andhome with relationships, problems and solutions in the family; different houses and livingstyles”. **ENG.8.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based onthe current content about “family life and home with relationships, problems and solutions inthe family; different houses and living styles” after recognising them in context and developingtheir conscious and inductive vocabulary learning skills. **ENG.8.4.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “family life and home with relationships,problems and solutions in the family; different houses and living styles”, after recognisingthem in context and developing their conscious and inductive	

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				external necessity, obligation or requirement Use of “had to” for obligations in past: Indicating past external necessity or requirement, Vocabulary for mobile phones and their impact on health and social life Use of the Simple Past Tense: Describing completed actions or events in the past Use of question tags: Seeking confirmation or agreement about a past statement Use of “used to”: Expressing habitual actions or states in the past Use of the Past Simple of “can” or “can’t” for ability: Indicating abilities or lack of abilities in the past Use of polite requests with “could” and “couldn’t”: Making polite requests in formal or informal contexts. Use of the Past Progressive Tense: Describing ongoing actions or events in the past interrupted by another action	grammaring skills throughconsciousness-raising and discovery.	
3	28 Eylül – 2 Ekim	4	Revısıon 1 (Tekrar)	Target Vocabulary in Use (with revisional vocabulary): Vocabulary for school events and celebrations (sports, music, drama) Vocabulary for developing the environment Vocabulary for preferences for different learning activities Vocabulary for preferences for different learning technologies Vocabulary for personal	**ENG.8.1.R3** Students can make sense of and derive meaning from the current content on “school lifeand education with school events and celebrations (sports, music, drama); developing theenvironment; national days and celebrations”. **ENG.8.1.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “school life and education with school events and celebrations(sports, music, drama); developing the environment; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills. **ENG.8.1.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “school life and education with school eventsand celebrations (sports, music, drama); developing the environment; national days andcelebrations”, after recognising them in context and developing their conscious and inductivegrammaring skills through consciousness-raising and discovery. **ENG.8.1.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to thewriting process about the current content on “school life and education with school eventsand celebrations (sports, music, drama); developing the environment; national days andcelebrations” in relation to themselves or others, both individually and/or with others.	

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				preferences for films and visual arts Vocabulary for relationships, problems and solutions in the family Target Grammatical Structures in Use: Use of the Simple Present Tense vs Present Progressive Tense: Distinguishing regular actions, habits, general truths, permanent situations, and actions happening at the moment of speaking, and temporary activities Use of "must" (obligation): Expressing necessity or duty Use of "can" for abilities: Expressing ability or skill to perform an action Use of "can't" for abilities: Expressing lack of ability or skill to perform an action Use of "have to" for obligations in present: Indicating present external necessity, obligation or requirement Use of "had to" for obligations in past: Indicating past external necessity or requirement, Vocabulary for mobile phones and their impact on health and social life Use of the Simple Past Tense: Describing completed actions or events in the past Use of question tags: Seeking confirmation or agreement about a past statement Use of "used to": Expressing habitual actions or states in the past	**ENG.8.1.S3** Students can produce meaningful and accurate spoken content related to the current themeon "school life and education with school events and celebrations (sports, music, drama);developing the environment; national days and celebrations". **ENG.8.2.R3** Students can make sense of and derive meaning from the current content on "classroomlife and learning with preferences for different learning activities; preferences for differentlearning technologies". **ENG.8.2.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based onthe current content about "classroom life and learning with preferences for different learningactivities; preferences for different learning technologies" after recognising them in contextand developing their conscious and inductive vocabulary learning skills. **ENG.8.2.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about "classroom life and learning with preferencesfor different learning activities; preferences for different learning technologies", afterrecognising them in context and developing their conscious and inductive grammaring skillsthrough consciousness-raising and discovery. **ENG.8.3.R3** Students can make sense of and derive meaning from the current content on "personallife and well-being with mobile phones and their impact on health and social life; personalpreferences for films and visual arts". **ENG.8.3.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about "personal life and well-being with mobile phones and their impacton health and social life; personal preferences for films and visual arts" after recognising themin context and developing their conscious and inductive vocabulary learning skills. **ENG.8.3.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about "personal life and well-being with mobile phonesand their impact on health and social life; personal preferences for films and visual arts", afterrecognising them in context and developing their conscious and inductive grammaring skillsthrough consciousness-raising and discovery. **ENG.8.4.R3** Students can make sense of and derive meaning from the current content on "family life andhome with relationships, problems and solutions in the family; different houses and livingstyles". **ENG.8.4.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, based onthe current content about "family life and home with relationships, problems and solutions inthe family; different houses and living styles" after recognising them in context and developingtheir conscious and inductive vocabulary learning skills. **ENG.8.4.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about "family life and home with relationships,problems and solutions in the family; different houses and living styles", after recognisingthem in context and developing their conscious and inductive grammaring skills throughconsciousness-raising and discovery.	

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				Use of the Past Simple of “can” or “can’t” for ability: Indicating abilities or lack of abilities in the past Use of polite requests with “could” and “couldn’t”: Making polite requests in formal or informal contexts. Use of the Past Progressive Tense: Describing ongoing actions or events in the past interrupted by another action		
4	5–9 Ekim	4	Revısıon 2 (Tekrar)	Target Vocabulary in Use (with revisional vocabulary): Vocabulary for sports events in the city and rural area Vocabulary for pros and cons of living in rural areas and in the cities Vocabulary for different cooking styles and preferences in the world, Vocabulary for different food cultures in the world Vocabulary for natural disasters and their damage on animals and nature Vocabulary for self-driving cars, flying vehicles in the future Target Grammatical Structures in Use: Use of the Present Perfect Tense: Expressing actions or events that occurred at an unspecified time in the past and have relevance to the present Use of question tags: Seeking confirmation or agreement about an action or statement related to the present perfect Use of forming nouns from verbs using -ing:	**ENG.8.5.R3** Students can make sense of and derive meaning from the current content on “life in theneighbourhood and city including social life with sports events in the city and rural areas; prosand cons of living in rural areas and in the city”. **ENG.8.5.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “life in the neighbourhood and city includingsocial life with sports events in the city and rural areas; pros and cons of living in rural areasand in the city”, after recognising them in context and developing their conscious and inductivegrammaring skills through consciousness-raising and discovery. **ENG.8.6.R3** Students can make sense of and derive meaning from the current content on “life in the worldand culture with different cooking styles and preferences in the world; different food culturesin the world”. **ENG.8.6.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “life in the world and culture with different cooking styles andpreferences in the world; different food cultures in the world” after recognising them in contextand developing their conscious and inductive vocabulary learning skills. **ENG.8.6.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “life in the world and culture with differentcooking styles and preferences in the world; different food cultures in the world”, afterrecognising them in context and developing their conscious and inductive grammaring skillsthrough consciousness-raising and discovery. **ENG.8.7.R3** Students can make sense of and derive meaning from the current content on “life in natureand global problems with natural disasters and their damage on animals and nature; naturaldisasters and their damage on people’s lives”. **ENG.8.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “life in nature and global problems with natural disasters andtheir damage on animals and nature; natural disasters and their damage on people’s lives” afterrecognising them in context and developing their conscious and inductive vocabulary learningskills. **ENG.8.7.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “life in nature and global problems with naturaldisasters and their damage on animals and nature; natural disasters and their damage onpeople’s lives”, after recognising them in context and developing their conscious and inductivegrammaring skills through consciousness-raising and discovery. **ENG.8.7.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writingprocess about the current content on “life in nature and global problems with natural disastersand their damage on animals and nature; natural disasters and their damage on people’s lives”in relation to themselves or others, both individually and/or with others. **ENG.8.8.R3** Students can make sense of and derive meaning from the current content on “life in theuniverse and future with transport in the future; self-driving cars; flying vehicles in the future”. **ENG.8.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” after recognising them in context and developingtheir conscious and inductive vocabulary learning skills.	

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				Creating gerund forms of verbs to describe activities or on going actions as nouns Use of the Present Perfect Tense: Expressing actions or events that occurred at an unspecified time in the past and have relevance to the present. Use of the Simple Past Tense: Describing completed actions or events that occurred at a specific time in the past Use of Phrasal Verbs: Expressing actions or meanings using combinations of verbs and particles. Use of conditional 1: Expressing possible future events or actions and their results based on specific conditions. Use of wish clauses: Expressing regrets or desires for situations to be different in the past, present, or future. Vocabulary for transport in the future Use of “Be Going to Future” Tense: Expressing planned or intended actions or events in the near future Use of the Simple Future Tense (will): Describing spontaneous decisions, predictions, or promises about the future.	**ENG.8.8.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “life in the universe and future with transportin the future; self-driving cars; flying vehicles in the future”, after recognising them in contextand developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	
5	12–16 Ekim	4	Revısıon 2 (Tekrar)	Target Vocabulary in Use (with revisional vocabulary): Vocabulary for sports events in the city and rural area Vocabulary for pros and cons of living in rural areas and in the cities Vocabulary for different cooking styles and preferences in the world,	**ENG.8.5.R3** Students can make sense of and derive meaning from the current content on “life in theneighbourhood and city including social life with sports events in the city and rural areas; prosand cons of living in rural areas and in the city”. **ENG.8.5.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “life in the neighbourhood and city includingsocial life with sports events in the city and rural areas; pros and cons of living in rural areasand in the city”, after recognising them in context and developing their conscious and inductivegrammaring skills through consciousness-raising and discovery. **ENG.8.6.R3** Students can make sense of and derive meaning from the current content on “life in the worldand culture with different cooking styles and preferences in the world; different food culturesin the world”. **ENG.8.6.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “life in the world and culture with different cooking styles andpreferences in the world;	

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				Vocabulary for different food cultures in the world Vocabulary for natural disasters and their damage on animals and nature Vocabulary for self-driving cars, flying vehicles in the future Target Grammatical Structures in Use: Use of the Present Perfect Tense: Expressing actions or events that occurred at an unspecified time in the past and have relevance to the present Use of question tags: Seeking confirmation or agreement about an action or statement related to the present perfect Use of forming nouns from verbs using -ing: Creating gerund forms of verbs to describe activities or on going actions as nouns Use of the Present Perfect Tense: Expressing actions or events that occurred at an unspecified time in the past and have relevance to the present. Use of the Simple Past Tense: Describing completed actions or events that occurred at a specific time in the past Use of Phrasal Verbs: Expressing actions or meanings using combinations of verbs and particles. Use of conditional 1: Expressing possible future events or actions and their results based on specific conditions. Use of wish clauses: Expressing regrets or desires for situations to	different food cultures in the world" after recognising them in contextand developing their conscious and inductive vocabulary learning skills. **ENG.8.6.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about "life in the world and culture with differentcooking styles and preferences in the world; different food cultures in the world", afterrecognising them in context and developing their conscious and inductive grammaring skillsthrough consciousness-raising and discovery. **ENG.8.7.R3** Students can make sense of and derive meaning from the current content on "life in natureand global problems with natural disasters and their damage on animals and nature; naturaldisasters and their damage on people's lives". **ENG.8.7.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about "life in nature and global problems with natural disasters andtheir damage on animals and nature; natural disasters and their damage on people's lives" afterrecognising them in context and developing their conscious and inductive vocabulary learningskills. **ENG.8.7.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about "life in nature and global problems with naturaldisasters and their damage on animals and nature; natural disasters and their damage onpeople's lives", after recognising them in context and developing their conscious and inductivegrammaring skills through consciousness-raising and discovery. **ENG.8.7.W7** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writingprocess about the current content on "life in nature and global problems with natural disastersand their damage on animals and nature; natural disasters and their damage on people's lives"in relation to themselves or others, both individually and/or with others. **ENG.8.8.R3** Students can make sense of and derive meaning from the current content on "life in theuniverse and future with transport in the future; self-driving cars; flying vehicles in the future". **ENG.8.8.V1** Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about "life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future" after recognising them in context and developingtheir conscious and inductive vocabulary learning skills. **ENG.8.8.G1** Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about "life in the universe and future with transportin the future; self-driving cars; flying vehicles in the future", after recognising them in contextand developing their conscious and inductive grammaring skills through consciousness-raising and discovery.	

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				be different in the past, present, or future. Vocabulary for transport in the future Use of “Be Going to Future” Tense: Expressing planned or intended actions or events in the near future Use of the Simple Future Tense (will): Describing spontaneous decisions, predictions, or promises about the future.		
6	19–23 Ekim	4	Theme 1: School Lıfe	Sub-themes: "Students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" Target Vocabulary in Use (with revisional vocabulary): Countries: Türkiye, the UK: United Kingdom (England, Scotland, Wales, Northern Ireland). the USA (the United States of America), Canada, Australia, New Zealand, South Africa, Italy, France, Germany, Spain, Russia, India, Japan, China, Mexico Nationalities & Languages: Turkish/Turkish, British/ English, Scottish/ English, Irish/English, American/English, Canadian/English-French Australian/ English, New Zealander/ English, South African/ English, Italian/Italian, French/French, German/ German, Spanish/ Spanish, Russian/ Russian, Indian/Hindi/ Urdu/ English, Japanese/Japanese,	**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 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	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics.

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				Chinese/Chinese, Mexican/Spanish. Target Vocabulary: Countries: South Korea, Poland, Chile, Peru, Thailand, Norway, Hungary, Bulgaria, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan. Nationalities/ Languages: South Korean/Korean, Polish/Polish, Chilean/ Spanish, Peruvian/ Spanish, Thai/Thai, Norwegian/Norwegian, Hungarian/Hungarian, Bulgarian/Bulgarian, Azerbaijani/ Azerbaijani, Uzbek/Uzbek, Turkmen/ Turkmen, Turkish Cypriot/Turkish, Kazakh/ Kazakh, Kyrgyz/Kyrgyz. Tourist attractions and activities: Nouns: Sightseeing, a tourist attraction, a trip, a journey, a location, a historical/ancient ruin, a historical site, a palace, a square, a tower, a castle, a monument, an art museum, baths, a boat ride, native language, fjords, UNESCO World Heritage Site, tourist spots. Verbs: To head to, to join, to be famous for. Adjectives: fascinating, ancient, native. Adverbs: Fluently *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	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
				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: -"To be" (present) for the following: (Where are you from? I'm/am from Türkiye.) (What's/is your nationality? I'm/am Turkish.) -Modal "Can": (What language (s) can you/ we/they/she/he speak? I can speak Turkish. What is the capital of Türkiye? The capital of Türkiye is Ankara. Where can		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				tourists visit in İstanbul? They can visit Sultanahmet Square/ Galata Bridge/ Dolmabahçe Palace, etc. in İstanbul. What can tourists do in İstanbul? They can take a boat trip on the Bosphorus etc. in İstanbul. I can speak Japanese.) Functions of the Target Grammatical Structures in Use: -Use of “To be” in the Simple Present Tense (am, is, are): Introducing home countries, nationalities, languages, capitals, and historical places/ activities in capitals and/or home countries in English in the present time. -Use of “Can”: Describing possibility and opportunity: Describing (language) ability. Target Social Language Expressions in Use: Hello! Hi! Hi there! Let me introduce myself. This is Yasemin from Türkiye. Wow! This palace/tower/ etc. is excellent/great/ perfect! I like it here/ there! Let’s grab our trays! Chat about..! Target Phonological Sounds in Use: Long and short vowels: a: (/ae/; /aeɪ/; /ə/; /a:/; /e⍰ /; /ɑ̃:/; /a/; /⍰ ⍰ /ɛ̨ə̃/) Consonants: b: (/b/); silent /b/ c (/si/; /k/) d: /d/ *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
7	26–30 Ekim	4	Theme 1: School Lıfe	Sub-themes: "Students	**ENG.9.1.L1** Students can prepare and get ready for listening (to)/watching about the current content on "school life	PERFORMANCE ASSIGNMENT:

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" Target Vocabulary in Use (with revisional vocabulary): Countries: Türkiye, the UK: United Kingdom (England, Scotland, Wales, Northern Ireland). the USA (the United States of America), Canada, Australia, New Zealand, South Africa, Italy, France, Germany, Spain, Russia, India, Japan, China, Mexico Nationalities & Languages: Turkish/Turkish, British/ English, Scottish/ English, Irish/English, American/English, Canadian/English-French Australian/ English, New Zealander/ English, South African/ English, Italian/Italian, French/French, German/ German, Spanish/ Spanish, Russian/ Russian, Indian/Hindi/ Urdu/ English, Japanese/Japanese, Chinese/Chinese, Mexican/Spanish. Target Vocabulary: Countries: South Korea, Poland, Chile, Peru, Thailand, Norway, Hungary, Bulgaria, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan. Nationalities/ Languages: South Korean/Korean, Polish/Polish, Chilean/	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 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	Students prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics. Cumhuriyet Bayramı (29 Ekim)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Spanish, Peruvian/ Spanish, Thai/Thai, Norwegian/Norwegian, Hungarian/Hungarian, Bulgarian/Bulgarian, Azerbaijani/ Azerbaijani, Uzbek/Uzbek, Turkmen/ Turkmen, Turkish Cypriot/Turkish, Kazakh/ Kazakh, Kyrgyz/Kyrgyz. Tourist attractions and activities: Nouns: Sightseeing, a tourist attraction, a trip, a journey, a location, a historical/ancient ruin, a historical site, a palace, a square, a tower, a castle, a monument, an art museum, baths, a boat ride, native language, fjords, UNESCO World Heritage Site, tourist spots. Verbs: To head to, to join, to be famous for. Adjectives: fascinating, ancient, native. Adverbs: Fluently *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	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
				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: -"To be" (present) for the following: (Where are you from? I'm/am from Türkiye.) (What's/is your nationality? I'm/am Turkish.) -Modal "Can": (What language (s) can you/ we/they/she/he speak? I can speak Turkish. What is the capital of Türkiye? The capital of Türkiye is Ankara. Where can tourists visit in İstanbul? They can visit Sultanahmet Square/ Galata Bridge/ Dolmabahçe Palace, etc. in İstanbul. What can tourists do in İstanbul? They can take a boat trip on the Bosphorus etc. in İstanbul. I can speak Japanese.) Functions of the Target Grammatical Structures in Use: -Use of "To be" in the Simple Present Tense		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(am, is, are): Introducing home countries, nationalities, languages, capitals, and historical places/ activities in capitals and/or home countries in English in the present time. -Use of “Can”: Describing possibility and opportunity: Describing (language) ability. Target Social Language Expressions in Use: Hello! Hi! Hi there! Let me introduce myself. This is Yasemin from Türkiye. Wow! This palace/tower/ etc. is excellent/great/ perfect! I like it here/ there! Let’s grab our trays! Chat about..! Target Phonological Sounds in Use: Long and short vowels: a: (/ae/; /aeı/; /ə/; /a:/; /e /; /ɑ:/; /a/; / /ɒ/) Consonants: b: (/b/); silent /b/ c (/si/; /k/) d: /d/ *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
8	2–6 Kasım	4	Theme 1: School Lıfe	Sub-themes: "Students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" Target Vocabulary in Use (with revisional vocabulary): Countries: Türkiye, the UK: United Kingdom (England, Scotland, Wales, Northern Ireland). the	**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	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				USA (the United States of America), Canada, Australia, New Zealand, South Africa, Italy, France, Germany, Spain, Russia, India, Japan, China, Mexico Nationalities & Languages: Turkish/Turkish, British/ English, Scottish/ English, Irish/English, American/English, Canadian/English-French Australian/ English, New Zealander/ English, South African/ English, Italian/Italian, French/French, German/ German, Spanish/ Spanish, Russian/ Russian, Indian/Hindi/ Urdu/ English, Japanese/Japanese, Chinese/Chinese, Mexican/Spanish. Target Vocabulary: Countries: South Korea, Poland, Chile, Peru, Thailand, Norway, Hungary, Bulgaria, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan. Nationalities/ Languages: South Korean/Korean, Polish/Polish, Chilean/ Spanish, Peruvian/ Spanish, Thai/Thai, Norwegian/Norwegian, Hungarian/Hungarian, Bulgarian/Bulgarian, Azerbaijani/ Azerbaijani, Uzbek/Uzbek, Turkmen/ Turkmen, Turkish Cypriot/Turkish, Kazakh/ Kazakh, Kyrgyz/Kyrgyz. Tourist attractions and activities: Nouns: Sightseeing, a tourist attraction, a trip, a journey, a location, a historical/ancient ruin, a	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 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; 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capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" to support the production of spoken language.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				historical site, a palace, a square, a tower, a castle, a monument, an art museum, baths, a boat ride, native language, fjords, UNESCO World Heritage Site, tourist spots. Verbs: To head to, to join, to be famous for. Adjectives: fascinating, ancient, native. Adverbs: Fluently *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	**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
				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: -"To be" (present) for the following: (Where are you from? I'm/am from Türkiye.) (What's/is your nationality? I'm/am Turkish.) -Modal "Can": (What language (s) can you/ we/they/she/he speak? I can speak Turkish. What is the capital of Türkiye? The capital of Türkiye is Ankara. Where can tourists visit in İstanbul? They can visit Sultanahmet Square/ Galata Bridge/ Dolmabahçe Palace, etc. in İstanbul. What can tourists do in İstanbul? They can take a boat trip on the Bosphorus etc. in İstanbul. I can speak Japanese.) Functions of the Target Grammatical Structures in Use: -Use of "To be" in the Simple Present Tense (am, is, are): Introducing home countries, nationalities, languages, capitals, and historical places/ activities in capitals and/or home countries in English in the present time. -Use of "Can": Describing possibility and opportunity: Describing (language) ability. Target Social Language Expressions in Use: Hello! Hi! Hi there! Let me introduce myself.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				This is Yasemin from Türkiye. Wow! This palace/tower/ etc. is excellent/great/ perfect! I like it here/ there! Let's grab our trays! Chat about..! Target Phonological Sounds in Use: Long and short vowels: a: (/ae/; /aeɪ/; /ə/; /a:/; /e□ /; /ɑ:/; /a/; /□ □ /ɛ/) Consonants: b: (/b/); silent /b/ c (/si/; /k/) d: /d/ *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
9	9–13 Kasım	2	Theme 1: School Lıfe Theme 2: Classroom Lıfe	Sub-themes: "Students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations" Target Vocabulary in Use (with revisional vocabulary): Countries: Türkiye, the UK: United Kingdom (England, Scotland, Wales, Northern Ireland). the USA (the United States of America), Canada, Australia, New Zealand, South Africa, Italy, France, Germany, Spain, Russia, India, Japan, China, Mexico Nationalities & Languages: Turkish/Turkish, British/ English, Scottish/ English, Irish/English, American/English, Canadian/English-French Australian/ English, New Zealander/	**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 prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics. PERFORMANCE ASSIGNMENT:Preparing self-recordings (visual, audio) at school/at home. Presenting a recording that displays her/his study and daily routines, habits and activities in class and at home or conducting an interview with a classmate and talking about her/ his study and daily routines, habits and activities in class and at home. The assignment is evaluated using rubrics. Atatürk Haftası (10-16 Kasım)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				English, South African/ English, Italian/Italian, French/French, German/ German, Spanish/ Spanish, Russian/ Russian, Indian/Hindi/ Urdu/ English, Japanese/Japanese, Chinese/Chinese, Mexican/Spanish. Target Vocabulary: Countries: South Korea, Poland, Chile, Peru, Thailand, Norway, Hungary, Bulgaria, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan. Nationalities/ Languages: South Korean/Korean, Polish/Polish, Chilean/ Spanish, Peruvian/ Spanish, Thai/Thai, Norwegian/Norwegian, Hungarian/Hungarian, Bulgarian/Bulgarian, Azerbaijani/ Azerbaijani, Uzbek/Uzbek, Turkmen/ Turkmen, Turkish Cypriot/Turkish, Kazakh/ Kazakh, Kyrgyz/Kyrgyz. Tourist attractions and activities: Nouns: Sightseeing, a tourist attraction, a trip, a journey, a location, a historical/ancient ruin, a historical site, a palace, a square, a tower, a castle, a monument, an art museum, baths, a boat ride, native language, fjords, UNESCO World Heritage Site, tourist spots. Verbs: To head to, to join, to be famous for. Adjectives: fascinating, ancient, native. Adverbs: Fluently *National and religious days, festivals and celebrations: “29 October Republic	**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 life with classmates, friendships, daily and study routines, habits, and activities".	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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: -"To be" (present) for the following: (Where are you from? I'm/am from Türkiye.) (What's/is your nationality? I'm/am	**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, daily and study routines, habits, and activities" through efficient and meaningful practice.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Turkish.) -Modal “Can”: (What language (s) can you/ we/they/she/he speak? I can speak Turkish. What is the capital of Türkiye? The capital of Türkiye is Ankara. Where can tourists visit in İstanbul? They can visit Sultanahmet Square/ Galata Bridge/ Dolmabahçe Palace, etc. in İstanbul. What can tourists do in İstanbul? They can take a boat trip on the Bosphorus etc. in İstanbul. I can speak Japanese.) Functions of the Target Grammatical Structures in Use: -Use of “To be” in the Simple Present Tense (am, is, are): Introducing home countries, nationalities, languages, capitals, and historical places/ activities in capitals and/or home countries in English in the present time. -Use of “Can”: Describing possibility and opportunity: Describing (language) ability. Target Social Language Expressions in Use: Hello! Hi! Hi there! Let me introduce myself. This is Yasemin from Türkiye. Wow! This palace/tower/ etc. is excellent/great/ perfect! I like it here/ there! Let’s grab our trays! Chat about..! Target Phonological Sounds in Use: Long and short vowels: a: (/ae/; /aeɪ/; /ə/; /a:/; /e□ /; /ɑ́:/; /a/; /□ □ /ɛ́ɐ/) Consonants: b: (/b/); silent /b/ c (/ si/; /k/)	**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
				d: /d/ *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.) Sub-themes: "Classmates, friendships, daily and study routines, habits, and activities" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for daily routines, habits, and activities: Verbs: To wake up, to get out of bed, to make (my) bed, to clean (my) face, to have/take a bath/ shower, to comb (my) hair, to take clothes off, to get dressed, to put clothes on, to (re)charge (my) phone, to check emails/ messages, to leave home, to take the (school) bus/train/taxi to school, to walk to school, to attend classes, to have a break, to leave school, to return home, to arrive home, to watch series/ films/ documentaries, to relax, to go shopping, to do household chores, to run errands. Vocabulary for study routines, habits and activities: Nouns: A task. Verbs: To plan, to work on (my) tasks, to participate (activities), to read silently/aloud etc., to repeat, to take notes, to last, to focus, to highlight, to keep up with, to get back to (studying) Time expressions: Every day, every Monday/ Tuesday etc., on Mondays/Tuesdays,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				always, often, sometimes, occasionally, rarely, never. Adverbs of manner: Slowly, quickly, carefully, neatly. *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 (Subject verb agreement with subject pronouns “I, we, you, she, he, they, it”.) (I always walk to school.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing daily and study routines, habits, and activities. Target Social Language Expressions in Use: Bright and early! I call it a day! Hit the books! I learn by heart! Work hard, play later! Target Phonological Sounds in Use: Vowels: e: (/e/; /ae/) Consonants: f: (/f/), g: (/g/, /d /)h: (/h/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
	16–20 Kasım			**1. dönem ara tatili**		
10	23–27 Kasım	4	Theme 2: Classroom Lıfe	Sub-themes: "Classmates, friendships, daily and study routines, habits, and activities" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for daily routines, habits, and activities: Verbs: To wake up, to get out of bed, to make (my) bed, to clean (my) face, to have/take a bath/ shower, to comb (my) hair, to take clothes off,	**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,	PERFORMANCE ASSIGNMENT: Preparing self- recordings (visual, audio) at school/at home. Presenting a recording that displays her/his study and daily routines, habits and activities in class and at home or conducting an interview with a classmate and talking about her/ his study and daily routines, habits and activities in class and at home. The assignment is evaluated using rubrics. Öğretmenler Günü (24 Kasım)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				to get dressed, to put clothes on, to (re)charge (my) phone, to check emails/ messages, to leave home, to take the (school) bus/train/taxi to school, to walk to school, to attend classes, to have a break, to leave school, to return home, to arrive home, to watch series/ films/ documentaries, to relax, to go shopping, to do household chores, to run errands. Vocabulary for study routines, habits and activities: Nouns: A task. Verbs: To plan, to work on (my) tasks, to participate (activities), to read silently/aloud etc., to repeat, to take notes, to last, to focus, to highlight, to keep up with, to get back to (studying) Time expressions: Every day, every Monday/ Tuesday etc., on Mondays/Tuesdays, always, often, sometimes, occasionally, rarely, never. Adverbs of manner: Slowly, quickly, carefully, neatly. *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	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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-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 (Subject verb agreement with subject pronouns "I, we, you, she, he, they, it".) (I always walk to school.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing daily and study routines, habits, and activities. Target Social Language Expressions in Use: Bright and early! I call it a day!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Hit the books! I learn by heart! Work hard, play later! Target Phonological Sounds in Use: Vowels: e: (/e/; /ae/) Consonants: f: (/f/), g: (/g/, /d /)h: (/h/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
11	30 Kasım – 4 Aralık	4	Theme 2: Classroom Lıfe	Sub-themes: "Classmates, friendships, daily and study routines, habits, and activities" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for daily routines, habits, and activities: Verbs: To wake up, to get out of bed, to make (my) bed, to clean (my) face, to have/take a bath/ shower, to comb (my) hair, to take clothes off, to get dressed, to put clothes on, to (re)charge (my) phone, to check emails/ messages, to leave home, to take the (school) bus/train/taxi to school, to walk to school, to attend classes, to have a break, to leave school, to return home, to arrive home, to watch series/ films/ documentaries, to relax, to go shopping, to do household chores, to run errands. Vocabulary for study routines, habits and activities: Nouns: A task. Verbs: To plan, to work on (my) tasks, to participate (activities), to read silently/aloud etc., to repeat, to take notes,	**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". **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	PERFORMANCE ASSIGNMENT: Preparing self- recordings (visual, audio) at school/at home. Presenting a recording that displays her/his study and daily routines, habits and activities in class and at home or conducting an interview with a classmate and talking about her/ his study and daily routines, habits and activities in class and at home. The assignment is evaluated using rubrics. Dünya Engelliler Günü (3 Aralık)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				to last, to focus, to highlight, to keep up with, to get back to (studying) Time expressions: Every day, every Monday/ Tuesday etc., on Mondays/Tuesdays, always, often, sometimes, occasionally, rarely, never. Adverbs of manner: Slowly, quickly, carefully, neatly. *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	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
				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 (Subject verb agreement with subject pronouns "I, we, you, she, he, they, it".) (I always walk to school.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing daily and study routines, habits, and activities. Target Social Language Expressions in Use: Bright and early! I call it a day! Hit the books! I learn by heart! Work hard, play later! Target Phonological Sounds in Use: Vowels: e: (/e/; /ae/) Consonants: f: (/f/), g: (/g/, /dʒ/)h: (/h/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
12	7–11 Aralık	4	Theme 2: Classroom Lıfe	Sub-themes: "Classmates, friendships, daily and study routines, habits, and activities" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for daily routines, habits, and activities:	**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	PERFORMANCE ASSIGNMENT: Preparing self- recordings (visual, audio) at school/at home. Presenting a recording that displays her/his study and daily routines, habits and activities in class and at home or conducting an interview with a classmate and talking about her/ his study and daily routines, habits and activities in class and at home. The assignment is evaluated using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Verbs: To wake up, to get out of bed, to make (my) bed, to clean (my) face, to have/take a bath/ shower, to comb (my) hair, to take clothes off, to get dressed, to put clothes on, to (re)charge (my) phone, to check emails/ messages, to leave home, to take the (school) bus/train/taxi to school, to walk to school, to attend classes, to have a break, to leave school, to return home, to arrive home, to watch series/ films/ documentaries, to relax, to go shopping, to do household chores, to run errands. Vocabulary for study routines, habits and activities: Nouns: A task. Verbs: To plan, to work on (my) tasks, to participate (activities), to read silently/aloud etc., to repeat, to take notes, to last, to focus, to highlight, to keep up with, to get back to (studying) Time expressions: Every day, every Monday/ Tuesday etc., on Mondays/Tuesdays, always, often, sometimes, occasionally, rarely, never. Adverbs of manner: Slowly, quickly, carefully, neatly. *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	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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Unity Day", "30 August Victory Day", "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-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 (Subject verb agreement with subject pronouns "I, we, you, she, he, they, it".) (I always walk to school.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing daily and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				study routines, habits, and activities. Target Social Language Expressions in Use: Bright and early! I call it a day! Hit the books! I learn by heart! Work hard, play later! Target Phonological Sounds in Use: Vowels: e: (/e/; /ae/) Consonants: f: (/f/), g: (/g/, /d /)h: (/h/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
13	14–18 Aralık	4	Theme 3: Personal Lıfe: Physıcal Appearance & Personalıty	Sub-themes: “Physical appearance in terms of physical features and personality in terms of personal traits and characters” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for physical features: Vocabulary for body weight: Plump, slim, well-built. Vocabulary for body height: Medium-height. Vocabulary for hair colour/shape: Blond (male), blonde (female), wavy, curly, straight. Vocabulary for skin colour: Brunette, fair (skinned), tan (skinned) pale (skinned), dark (skinned) Vocabulary for age: Middle-aged, elderly. Vocabulary for physical appearance: Attractive, handsome, good-looking, pretty. Vocabulary for personality: Adjectives: Smart, clever, confident, cheerful, outgoing, careless, calm, shy, silly, forgetful,	**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.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.	Assessment and Evaluation Scheme for Upper Secondary Schools PERFORMANCE ASSIGNMENT: Students prepare a poster/fact file, a short film, a biography, an auto-biography, etc. (paper or digital) about themselves, peers, family members or any person they know at school/ at home. They present it to the class (for making guesses if they know the person) and receive feedback about it.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				honest, brave, serious, gentle, kind, polite, generous, rude, peaceful, quiet, moody. Vocabulary for describing appearance: Verbs: To look (like), to sound, to seem. *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	**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
				of contents for this section is provided in the introduction to the whole English Language Curriculum. Target Grammatical Structures in Use: -The Present Simple Tense (to be in present) (subject verb agreement with subject pronouns “I, we, you, she, he, they, it): (What does s/he look like? S/he looks very nice.) (What kind of a person is s/he? S/He is a brave person / S/He’s very honest.) -Too & enough: (S/He’s/ is too good. S/He’s/is good enough.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing people’s physical appearances, being in present, describing people’s personalities -Use of “too & enough”: “Too” indicates degrees (Too means more than necessary. “Enough” indicates the right amount of something) Target Social Language Expressions in Use: You look amazing! That sounds great! She’s/is too young! What a good person! Target Phonological Sounds in Use: Vowels: i: (/i:/;/ /; / /) Consonants: j: (/)k (/ k/), l /l/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
14	21–25 Aralık	2	Evaluatıon Theme 3: Personal Lıfe:	Sub-themes: “Physical appearance in terms of	**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".	PERFORMANCE ASSIGNMENT: Students prepare a poster/fact file, a

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
			Physıcal Appearance & Personalıty	physical features and personality in terms of personal traits and characters” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for physical features: Vocabulary for body weight: Plump, slim, well-built. Vocabulary for body height: Medium-height. Vocabulary for hair colour/shape: Blond (male), blonde (female), wavy, curly, straight. Vocabulary for skin colour: Brunette, fair (skinned), tan (skinned) pale (skinned), dark (skinned) Vocabulary for age: Middle-aged, elderly. Vocabulary for physical appearance: Attractive, handsome, good-looking, pretty. Vocabulary for personality: Adjectives: Smart, clever, confident, cheerful, outgoing, careless, calm, shy, silly, forgetful, honest, brave, serious, gentle, kind, polite, generous, rude, peaceful, quiet, moody. Vocabulary for describing appearance: Verbs: To look (like), to sound, to seem. *National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, "Eid al- Fitr (Eid-al-Ramadan)",	**ENG.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.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	short film, a biography, an auto-biography, etc. (paper or digital) about themselves, peers, family members or any person they know at school/ at home. They present it to the class (for making guesses if they know the person) and receive feedback about it.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				"Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and (communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-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 Simple Tense (to be in present) (subject verb agreement with subject pronouns "I, we, you, she, he, they, it): (What does s/he look like? S/he looks very nice.) (What kind of a person is s/he? S/He is a brave person / S/He's very honest.) -Too & enough: (S/He's/ is too good. S/He's/is good enough.) Functions of the Target	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
				Grammatical Structures in Use: -Use of the Simple Present Tense: Describing people's physical appearances, being in present, describing people's personalities -Use of "too & enough": "Too" indicates degrees (Too means more than necessary. "Enough" indicates the right amount of something) Target Social Language Expressions in Use: You look amazing! That sounds great! She's/is too young! What a good person! Target Phonological Sounds in Use: Vowels: i: (/i:/;/ /; / /) Consonants: j: (/)k (/k/), l /l/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
15	28 Aralık – 1 Ocak	4	Theme 3: Personal Lıfe: Physıcal Appearance & Personalıty	Sub-themes: "Physical appearance in terms of physical features and personality in terms of personal traits and characters" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for physical features: Vocabulary for body weight: Plump, slim, well-built. Vocabulary for body height: Medium-height. Vocabulary for hair colour/shape: Blond (male), blonde (female), wavy, curly, straight. Vocabulary for skin colour: Brunette, fair (skinned), tan (skinned) pale (skinned), dark	**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".	PERFORMANCE ASSIGNMENT: Students prepare a poster/fact file, a short film, a biography, an auto-biography, etc. (paper or digital) about themselves, peers, family members or any person they know at school/ at home. They present it to the class (for making guesses if they know the person) and receive feedback about it.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(skinned) Vocabulary for age: Middle-aged, elderly. Vocabulary for physical appearance: Attractive, handsome, good-looking, pretty. Vocabulary for personality: Adjectives: Smart, clever, confident, cheerful, outgoing, careless, calm, shy, silly, forgetful, honest, brave, serious, gentle, kind, polite, generous, rude, peaceful, quiet, moody. Vocabulary for describing appearance: Verbs: To look (like), to sound, to seem. *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	**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.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 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
				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 Simple Tense (to be in present) (subject verb agreement with subject pronouns "I, we, you, she, he, they, it): (What does s/he look like? S/he looks very nice.) (What kind of a person is s/he? S/He is a brave person / S/He's very honest.) -Too & enough: (S/He's/ is too good. S/He's/is good enough.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing people's physical appearances, being in present, describing people's personalities -Use of "too & enough": "Too" indicates degrees (Too means more than necessary. "Enough" indicates the right amount of something) Target Social Language Expressions in Use: You look amazing! That sounds great! She's/is too young! What a good person! Target Phonological		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sounds in Use: Vowels: i: (/i:/;/ /; / /) Consonants: j: (/)k (/ k/), l /l/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
16	4–8 Ocak	4	Theme 3: Personal Lıfe: Physıcal Appearance & Personalıty	Sub-themes: “Physical appearance in terms of physical features and personality in terms of personal traits and characters” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for physical features: Vocabulary for body weight: Plump, slim, well-built. Vocabulary for body height: Medium-height. Vocabulary for hair colour/shape: Blond (male), blonde (female), wavy, curly, straight. Vocabulary for skin colour: Brunette, fair (skinned), tan (skinned) pale (skinned), dark (skinned) Vocabulary for age: Middle-aged, elderly. Vocabulary for physical appearance: Attractive, handsome, good-looking, pretty. Vocabulary for personality: Adjectives: Smart, clever, confident, cheerful, outgoing, careless, calm, shy, silly, forgetful, honest, brave, serious, gentle, kind, polite, generous, rude, peaceful, quiet, moody. Vocabulary for describing appearance: Verbs: To look (like), to sound, to seem. *National and religious days, festivals and	**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.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".	PERFORMANCE ASSIGNMENT: Students prepare a poster/fact file, a short film, a biography, an auto-biography, etc. (paper or digital) about themselves, peers, family members or any person they know at school/ at home. They present it to the class (for making guesses if they know the person) and receive feedback about it.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 Curriculum. Target Grammatical Structures in Use: -The Present Simple Tense (to be in present) (subject verb agreement	**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
				with subject pronouns “I, we, you, she, he, they, it): (What does s/he look like? S/he looks very nice.) (What kind of a person is s/he? S/He is a brave person / S/He’s very honest.) -Too & enough: (S/He’s/ is too good. S/He’s/is good enough.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing people’s physical appearances, being in present, describing people’s personalities -Use of “too & enough”: “Too” indicates degrees (Too means more than necessary. “Enough” indicates the right amount of something) Target Social Language Expressions in Use: You look amazing! That sounds great! She’s/is too young! What a good person! Target Phonological Sounds in Use: Vowels: i: (/i:/;/ /; / /) Consonants: j: (/)k (/ k/), l /l/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
17	11–15 Ocak	4	Theme 4: Famıly Lıfe	Sub-themes: “Family members’ jobs, work routines, work activities and workplaces” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for jobs: Nouns: A bank clerk, a security guard, a pharmacist, a photographer, a	**ENG.9.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life with family members’ jobs, work routines, work activities, and workplaces". **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	PERFORMANCE ASSIGNMENT: Students prepare an interview, a poster/fact file, a short film etc. (paper or digital) about the jobs, work routines, work activities of their or their peers’ family members and present it to the class and receive feedback about it. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				journalist, an architect, a lawyer, an accountant, a businessperson, a computer programmer, a scientist, a psychologist, a content creator, a virtual assistant, a digital marketer, a counsellor, a client, a patent (holder) Vocabulary for workplaces: Nouns: A bank, a shopping centre, a pharmacy, a photography studio, a news agency, an architecture/ architectural firm, a law firm, an accounting firm, a business office, an IT company, a science lab, a clinic, a social media platform, leisure centre, Additional Nouns: brand, brand awareness, Adverbs: remotely. Vocabulary for action verbs representing family members' work routines and activities: Verbs: To serve (customers), to check (IDs), to shoot (photographs), to report (news), to design (buildings), to defend (people), to advise (on finances), to manage (a business), to develop (software), to research, to counsel (people), to publish (online), to organise (organize-AmE) (emails), to promote (products), to retire, to run (a workplace) Vocabulary for family members: A cousin, a nephew, a niece, stepfather, stepmother, stepson, stepdaughter, relative. *National and religious days, festivals and celebrations: "29 October Republic	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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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: -The Simple Present Tense: (affirmative, negative, interrogative) (Subject verb agreement with subject pronouns "I,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				we, you, she, he, they, it”.) What is her/his job? S/ he’s/is a scientist. What does s/he do? S/ he researches a new project. What’s/is your job? I’m/ am a photographer. What do you do? I shoot photographs. What are your parents’ job? They’re/are architects. What do they do? They design buildings. -Prepositions of place: at, in, on Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Asking and answering about family members’ and other people’s jobs, describing work activities, identifying workplaces. -Use of the prepositions of place: Describing where people work. Target Social Language Expressions in Use: Great job! S/he made it! S/he’s/ is in charge of the building. S/He’s/is responsible for designing the plans. Target Phonological Sounds in Use: Vowels: o: (/o/, /□ /,□ :/) Consonants: m: (/m/), n: (/ŋ/, p: /p/ *(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	Sub-themes: “Family members’ jobs, work	**ENG.9.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life with family members’ jobs, work routines, work activities, and workplaces".	PERFORMANCE ASSIGNMENT: Students prepare an interview, a

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				routines, work activities and workplaces" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for jobs: Nouns: A bank clerk, a security guard, a pharmacist, a photographer, a journalist, an architect, a lawyer, an accountant, a businessperson, a computer programmer, a scientist, a psychologist, a content creator, a virtual assistant, a digital marketer, a counsellor, a client, a patent (holder) Vocabulary for workplaces: Nouns: A bank, a shopping centre, a pharmacy, a photography studio, a news agency, an architecture/ architectural firm, a law firm, an accounting firm, a business office, an IT company, a science lab, a clinic, a social media platform, leisure centre, Additional Nouns: brand, brand awareness, Adverbs: remotely. Vocabulary for action verbs representing family members' work routines and activities: Verbs: To serve (customers), to check (IDs), to shoot (photographs), to report (news), to design (buildings), to defend (people), to advise (on finances), to manage (a business), to develop (software), to research, to counsel (people), to publish (online), to organise (organize-AmE) (emails), to promote (products), to retire, to run (a workplace)	**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 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.	poster/fact file, a short film etc. (paper or digital) about the jobs, work routines, work activities of their or their peers' family members and present it to the class and receive feedback about it. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Vocabulary for family members: A cousin, a nephew, a niece, stepfather, stepmother, stepson, stepdaughter, relative. *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	**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.	

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: (affirmative, negative, interrogative) (Subject verb agreement with subject pronouns “I, we, you, she, he, they, it”.) What is her/his job? S/ he’s/is a scientist. What does s/he do? S/ he researches a new project. What’s/is your job? I’m/ am a photographer. What do you do? I shoot photographs. What are your parents’ job? They’re/are architects. What do they do? They design buildings. -Prepositions of place: at, in, on Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Asking and answering about family members’ and other people’s jobs, describing work activities, identifying workplaces. -Use of the prepositions of place: Describing where people work. Target Social Language Expressions in Use: Great job! S/he made it! S/he’s/ is in charge of the building. S/He’s/is responsible for designing the plans. Target Phonological Sounds in Use: Vowels: o: (/o/, /▯ /,▯ :/) Consonants: m: (/m/), n: (/ŋ/, p: /p/ *(Phonetic symbols will not be taught. Only		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				sounds will be practised through the target words in the theme.)		
20	15–19 Şubat	4	Theme 4: Famıly Lıfe	Sub-themes: “Family members’ jobs, work routines, work activities and workplaces” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for jobs: Nouns: A bank clerk, a security guard, a pharmacist, a photographer, a journalist, an architect, a lawyer, an accountant, a businessperson, a computer programmer, a scientist, a psychologist, a content creator, a virtual assistant, a digital marketer, a counsellor, a client, a patent (holder) Vocabulary for workplaces: Nouns: A bank, a shopping centre, a pharmacy, a photography studio, a news agency, an architecture/ architectural firm, a law firm, an accounting firm, a business office, an IT company, a science lab, a clinic, a social media platform, leisure centre, Additional Nouns: brand, brand awareness, Adverbs: remotely. Vocabulary for action verbs representing family members’ work routines and activities: Verbs: To serve (customers), to check (IDs), to shoot (photographs), to report (news), to design (buildings), to defend (people), to advise (on finances), to manage (a business), to develop (software), to research,	**ENG.9.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life with family members’ jobs, work routines, work activities, and workplaces". **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 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’	PERFORMANCE ASSIGNMENT: Students prepare an interview, a poster/fact file, a short film etc. (paper or digital) about the jobs, work routines, work activities of their or their peers’ family members and present it to the class and receive feedback about it. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				to counsel (people), to publish (online), to organise (organize-AmE) (emails), to promote (products), to retire, to run (a workplace) Vocabulary for family members: A cousin, a nephew, a niece, stepfather, stepmother, stepson, stepdaughter, relative. *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	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.	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				appropriate and selected with the Turkish learners' social and cultural context in mind. A table 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: (affirmative, negative, interrogative) (Subject verb agreement with subject pronouns "I, we, you, she, he, they, it".) What is her/his job? S/ he's/is a scientist. What does s/he do? S/ he researches a new project. What's/is your job? I'm/ am a photographer. What do you do? I shoot photographs. What are your parents' job? They're/are architects. What do they do? They design buildings. -Prepositions of place: at, in, on Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Asking and answering about family members' and other people's jobs, describing work activities, identifying workplaces. -Use of the prepositions of place: Describing where people work. Target Social Language Expressions in Use: Great job! S/he made it! S/he's/ is in charge of the building. S/He's/is responsible for designing the plans. Target Phonological		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sounds in Use: Vowels: o: (/o/, /□ /,□ :/) Consonants: m: (/m/), n: (/ŋ/, p: /p/ *(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 Theme 5: Lıfe In The House & Neıghbourhood	Sub-themes: “Family members’ jobs, work routines, work activities and workplaces” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for jobs: Nouns: A bank clerk, a security guard, a pharmacist, a photographer, a journalist, an architect, a lawyer, an accountant, a businessperson, a computer programmer, a scientist, a psychologist, a content creator, a virtual assistant, a digital marketer, a counsellor, a client, a patent (holder) Vocabulary for workplaces: Nouns: A bank, a shopping centre, a pharmacy, a photography studio, a news agency, an architecture/ architectural firm, a law firm, an accounting firm, a business office, an IT company, a science lab, a clinic, a social media platform, leisure centre, Additional Nouns: brand, brand awareness, Adverbs: remotely. Vocabulary for action verbs representing family members’ work routines and activities: Verbs: To serve (customers), to check (IDs), to shoot (photographs), to report	**ENG.9.4.L1** Students can prepare and get ready for listening (to)/watching about the current content on "family life with family members’ jobs, work routines, work activities, and workplaces". **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 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.	PERFORMANCE ASSIGNMENT: Students prepare an interview, a poster/fact file, a short film etc. (paper or digital) about the jobs, work routines, work activities of their or their peers’ family members and present it to the class and receive feedback about it. The assignment will be evaluated by using rubrics. PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about their "types of houses, rooms, furniture, and activities in the house" and present it to the class and receive feedback on it. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(news), to design (buildings), to defend (people), to advise (on finances), to manage (a business), to develop (software), to research, to counsel (people), to publish (online), to organise (organize-AmE) (emails), to promote (products), to retire, to run (a workplace) Vocabulary for family members: A cousin, a nephew, a niece, stepfather, stepmother, stepson, stepdaughter, relative. *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,	**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 house and neighbourhood with types of houses, rooms, furniture and activities in the house". **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	

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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: (affirmative, negative, interrogative) (Subject verb agreement with subject pronouns "I, we, you, she, he, they, it".) What is her/his job? S/he's/is a scientist. What does s/he do? S/he researches a new project. What's/is your job? I'm/am a photographer. What do you do? I shoot photographs. What are your parents' job? They're/are architects. What do they do? They design buildings. -Prepositions of place: at, in, on Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Asking and answering about family members' and other people's jobs, describing work activities, identifying workplaces. -Use of the prepositions of place: Describing where people work. Target Social Language Expressions in Use: Great job!	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
				S/he made it! S/he's/ is in charge of the building. S/He's/is responsible for designing the plans. Target Phonological Sounds in Use: Vowels: o: (/o/, /□ /,/□ :/) Consonants: m: (/m/), n: (/ŋ/, p: /p/ *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.) Sub-themes: "Types of houses, rooms, furniture and activities in the house" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for types of houses: A detached house (a single-family house-AmE), a semi-detached house (a duplex-AmE), a terraced house (a row house-AmE), a block of flats (an apartment building-AmE.), a villa (a vacation home-AmE), a cottage, a bungalow (a ranch house-AmE), a penthouse. Vocabulary for rooms and places in the house: (For revision): Nouns: a bedroom, a sitting-room (a living room-AmE), a garden (a yard-AmE), a kitchen, a bathroom, a toilet (a restroom-AmE), a utility room (a laundry room-AmE), a dining room, a corridor-a hall (a hallway-AmE), a garage, upstairs, downstairs, a terrace (patio-AmE). Vocabulary for furniture and appliances in the house: A sofa (a couch-AmE), a table, a chair, an armchair, a coffee table,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a wardrobe (a closet-AmE), a bedside table (a nightstand-AmE), a cupboard, a bathtub, a shower, a basin (a sink-AmE), a hoover (a vacuum cleaner- AmE), an oven, a fridge (a refrigerator-AmE, a freezer, a dishwasher, a cooker (a stove-AmE). Vocabulary for household items and decorative items: Nouns: A cushion, a pillow, curtains, a carpet, a rug. Adjectives: Spacious, stylish, harmonious. Vocabulary for the activities to be done at home: (For revision): Verbs: to have breakfast/dinner/ lunch, to have a shower/ bath, to make (the bed), to clean, to watch TV, to play computer games, to read. To prepare the table (to set the table for breakfast/lunch/dinner-AmE), to relax, to iron, to brush (teeth, hair), to tidy up, to wash the dishes, to wash/do the laundry. *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		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-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: (Subject verb agreement with subject pronouns: I/you/ we/ they/he/she/it). (Affirmative, negative, interrogative): (Where do you live? I live in a flat.) (What type of a house is it? It's/is a cottage.) -Time expressions for the present time: Now, at the moment, at present -The Present Progressive Tense: (What are you doing at home now? I'm/ am cleaning our house now. (Subject verb agreement with subject pronouns: I/you/we/ they/he/she/it). (Affirmative, negative,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				interrogative) -Possessive adjectives: My, our, your, his, her, its, our, their. Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Asking and answering about types of houses (What kind of a house is it? It's/ is a cottage.) Asking and answering about where people live in terms of house types. -Use of the Present Progressive Tense: Describing present activities in the house. What is s/he doing now? S/he's/is having breakfast in the kitchen now.) Target Social Language Expressions in Use: Make yourself at home! Home sweet home! There's no place like home! What a nice house! Target Phonological Sounds in Use: Vowels: - no vowels Consonants: q: (/k/); r: (/ r/); s:(/s/) sh: /ʃ / *(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 House & Neıghbourhood	Sub-themes: "Types of houses, rooms, furniture and activities in the house" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for types of houses: A detached house (a single-family house-AmE), a semi-detached house (a duplex-AmE), a terraced house (a row house-	**ENG.9.5.L1** Students can prepare and get ready for listening (to)/watching 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.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	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about their "types of houses, rooms, furniture, and activities in the house" and present it to the class and receive feedback on it. The assignment will be evaluated by using rubrics. İstiklâl Marşı'nın Kabulü ve Mehmet Akif Ersoy'u Anma Günü (12 Mart)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				AmE), a block of flats (an apartment building-AmE.), a villa (a vacation home-AmE), a cottage, a bungalow (a ranch house-AmE), a penthouse. Vocabulary for rooms and places in the house: (For revision): Nouns: a bedroom, a sitting-room (a living room-AmE), a garden (a yard-AmE), a kitchen, a bathroom, a toilet (a restroom-AmE), a utility room (a laundry room-AmE), a dining room, a corridor-a hall (a hallway-AmE), a garage, upstairs, downstairs, a terrace (patio-AmE). Vocabulary for furniture and appliances in the house: A sofa (a couch-AmE), a table, a chair, an armchair, a coffee table, a wardrobe (a closet-AmE), a bedside table (a nightstand-AmE), a cupboard, a bathtub, a shower, a basin (a sink-AmE), a hoover (a vacuum cleaner- AmE), an oven, a fridge (a refrigerator-AmE, a freezer, a dishwasher, a cooker (a stove-AmE). Vocabulary for household items and decorative items: Nouns: A cushion, a pillow, curtains, a carpet, a rug. Adjectives: Spacious, stylish, harmonious. Vocabulary for the activities to be done at home: (For revision): Verbs: to have breakfast/dinner/ lunch, to have a shower/ bath, to make (the bed), to clean, to watch TV, to play computer games, to read. To prepare the table (to	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
				set the table for breakfast/lunch/dinner-AmE), to relax, to iron, to brush (teeth, hair), to tidy up, to wash the dishes, to wash/do the laundry. *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: (Subject verb agreement with subject pronouns: I/you/ we/ they/he/she/it). (Affirmative, negative, interrogative): (Where do you live? I live in a flat.) (What type of a house is it? It's/is a cottage.) -Time expressions for the present time: Now, at the moment, at present -The Present Progressive Tense: (What are you doing at home now? I'm/ am cleaning our house now. (Subject verb agreement with subject pronouns: I/you/we/ they/he/she/it). (Affirmative, negative, interrogative) -Possessive adjectives: My, our, your, his, her, its, our, their. Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Asking and answering about types of houses (What kind of a house is it? It's/ is a cottage.) Asking and answering about where people live in terms of house types. -Use of the Present Progressive Tense: Describing present activities in the house. What is s/he doing now? S/he's/is having breakfast in the kitchen now.) Target Social Language Expressions in Use: Make yourself at home! Home sweet home! There's no place like		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				home! What a nice house! Target Phonological Sounds in Use: Vowels: - no vowels Consonants: q: (/k/); r: (/r/); s:(/s/) sh: /ʃ/ *(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 House & Neıghbourhood	Sub-themes: “Types of houses, rooms, furniture and activities in the house” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for types of houses: A detached house (a single-family house-AmE), a semi-detached house (a duplex-AmE), a terraced house (a row house-AmE), a block of flats (an apartment building-AmE.), a villa (a vacation home-AmE), a cottage, a bungalow (a ranch house-AmE), a penthouse. Vocabulary for rooms and places in the house: (For revision): Nouns: a bedroom, a sitting-room (a living room-AmE), a garden (a yard-AmE), a kitchen, a bathroom, a toilet (a restroom-AmE), a utility room (a laundry room-AmE), a dining room, a corridor-a hall (a hallway-AmE), a garage, upstairs, downstairs, a terrace (patio-AmE). Vocabulary for furniture and appliances in the house: A sofa (a couch-AmE), a table, a chair, an armchair, a coffee table,	**ENG.9.5.L1** Students can prepare and get ready for listening (to)/watching 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.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.	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about their "types of houses, rooms, furniture, and activities in the house" and present it to the class and receive feedback on it. The assignment will be evaluated by using rubrics. 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
				a wardrobe (a closet-AmE), a bedside table (a nightstand-AmE), a cupboard, a bathtub, a shower, a basin (a sink-AmE), a hoover (a vacuum cleaner- AmE), an oven, a fridge (a refrigerator-AmE, a freezer, a dishwasher, a cooker (a stove-AmE). Vocabulary for household items and decorative items: Nouns: A cushion, a pillow, curtains, a carpet, a rug. Adjectives: Spacious, stylish, harmonious. Vocabulary for the activities to be done at home: (For revision): Verbs: to have breakfast/dinner/ lunch, to have a shower/ bath, to make (the bed), to clean, to watch TV, to play computer games, to read. To prepare the table (to set the table for breakfast/lunch/dinner-AmE), to relax, to iron, to brush (teeth, hair), to tidy up, to wash the dishes, to wash/do the laundry. *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	**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
				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: (Subject verb agreement with subject pronouns: I/you/ we/ they/he/she/it). (Affirmative, negative, interrogative): (Where do you live? I live in a flat.) (What type of a house is it? It's/is a cottage.) -Time expressions for the present time: Now, at the moment, at present -The Present Progressive Tense: (What are you doing at home now? I'm/ am cleaning our house now. (Subject verb agreement with subject pronouns: I/you/we/ they/he/she/it). (Affirmative, negative,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				interrogative) -Possessive adjectives: My, our, your, his, her, its, our, their. Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Asking and answering about types of houses (What kind of a house is it? It's/ is a cottage.) Asking and answering about where people live in terms of house types. -Use of the Present Progressive Tense: Describing present activities in the house. What is s/he doing now? S/he's/is having breakfast in the kitchen now.) Target Social Language Expressions in Use: Make yourself at home! Home sweet home! There's no place like home! What a nice house! Target Phonological Sounds in Use: Vowels: - no vowels Consonants: q: (/k/); r: (/ r/); s:(/s/) sh: /□ / *(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 House & Neıghbourhood	Sub-themes: "Types of houses, rooms, furniture and activities in the house" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for types of houses: A detached house (a single-family house-AmE), a semi-detached house (a duplex-AmE), a terraced house (a row house-	**ENG.9.5.L1** Students can prepare and get ready for listening (to)/watching 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.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	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about their "types of houses, rooms, furniture, and activities in the house" and present it to the class and receive feedback on it. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				AmE), a block of flats (an apartment building-AmE.), a villa (a vacation home-AmE), a cottage, a bungalow (a ranch house-AmE), a penthouse. Vocabulary for rooms and places in the house: (For revision): Nouns: a bedroom, a sitting-room (a living room-AmE), a garden (a yard-AmE), a kitchen, a bathroom, a toilet (a restroom-AmE), a utility room (a laundry room-AmE), a dining room, a corridor-a hall (a hallway-AmE), a garage, upstairs, downstairs, a terrace (patio-AmE). Vocabulary for furniture and appliances in the house: A sofa (a couch-AmE), a table, a chair, an armchair, a coffee table, a wardrobe (a closet-AmE), a bedside table (a nightstand-AmE), a cupboard, a bathtub, a shower, a basin (a sink-AmE), a hoover (a vacuum cleaner- AmE), an oven, a fridge (a refrigerator-AmE, a freezer, a dishwasher, a cooker (a stove-AmE). Vocabulary for household items and decorative items: Nouns: A cushion, a pillow, curtains, a carpet, a rug. Adjectives: Spacious, stylish, harmonious. Vocabulary for the activities to be done at home: (For revision): Verbs: to have breakfast/dinner/ lunch, to have a shower/ bath, to make (the bed), to clean, to watch TV, to play computer games, to read. To prepare the table (to	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
				set the table for breakfast/lunch/dinner-AmE), to relax, to iron, to brush (teeth, hair), to tidy up, to wash the dishes, to wash/do the laundry. *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: (Subject verb agreement with subject pronouns: I/you/ we/ they/he/she/it). (Affirmative, negative, interrogative): (Where do you live? I live in a flat.) (What type of a house is it? It's/is a cottage.) -Time expressions for the present time: Now, at the moment, at present -The Present Progressive Tense: (What are you doing at home now? I'm/ am cleaning our house now. (Subject verb agreement with subject pronouns: I/you/we/ they/he/she/it). (Affirmative, negative, interrogative) -Possessive adjectives: My, our, your, his, her, its, our, their. Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Asking and answering about types of houses (What kind of a house is it? It's/ is a cottage.) Asking and answering about where people live in terms of house types. -Use of the Present Progressive Tense: Describing present activities in the house. What is s/he doing now? S/he's/is having breakfast in the kitchen now.) Target Social Language Expressions in Use: Make yourself at home! Home sweet home! There's no place like		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				home! What a nice house! Target Phonological Sounds in Use: Vowels: - no vowels Consonants: q: (/k/); r: (/r/); s:(/s/) sh: /ʃ/ *(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 Cıty & Country	Sub-themes: "Local and international food culture and food festivals in the city" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for food events and festivals: Nouns: A cuisine, traditional (food), international (food), street food, a (food) fair, an international/ regional/ local dish, a feast. Vocabulary for food items: Nouns: Ingredients, cream, sweetcorn (corn-AmE), cereal, yoghurt (yogurt-AmE), seafood, salmon, beef, duck, tuna, a mushroom, a pineapple, a coconut, aubergine (eggplant-AmE), spinach, vinegar herbs, courgette (zucchini-AmE). Vocabulary for international dishes: Nouns: Turkish pizza (lahmacun), couscous, barbecue (barbeque-AmE), a lamb chop, a kebab (shish kebab), a stew, noodles, a curry, tacos, a falafel, an omelette (an omelet-AmE), a burger, a biscuit (cookie-AmE), pasta, dessert, soup. Adjectives: Spicy, salty,	**ENG.9.6.L1** Students can prepare and get ready for listening (to)/watching 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.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". **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".	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about "local and international festivals which are held in the city, different kinds of food produced for such festivals, and local and international food culture" and present it to the class and receiving feedback about it. They can also write and design the content of a "food festival" programme content and then they present and apply it as an acting out activity by inviting other students as visitors or food presenters to the festival in class to present different food cultures, cuisines, dishes etc. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				hot, sweet, sour, bitter, savoury (savory-AmE), juicy, creamy, tender, giant. Verbs: To taste, a stall, a (street) vendor, to crack (eggs), to stir, *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	**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
				introduction to the whole English Language Curriculum. Target Language Grammatical in Use: -The Simple Present Tense with “or”: (Is this a local or an international festival? This is a local festival in Türkiye.) -The Simple Present Tense with “Wh-question words”: (What festival is this? It is the Orange Festival.) (What do you cook at the Orange Festival? We cook/make orange jam at the Orange Festival.) (Where is the Omelette Festival? It is in France. What do they cook? They cook omelette in a very big pan.) (What are the ingredients? The ingredients are eggs, milk, cheese, green peppers and mushrooms.) (How do they cook it? They put some milk, some eggs, and some mushrooms in a pan, they stir it and cook it.) -The Present Progressive Tense: (What are you cooking now? We are cooking orange cake now.) -The Simple Present Tense vs the Present Progressive Tense: (How do they serve it? They serve it with salad and bread but we’re/are serving it with green pepper now.) Functions of Target Language Grammar in Use: -Use of “Or”: Asking for options to help someone choose something by using the word “or”. -Use of the Simple Present Tense:		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Describing habits, routines, regular and repeated actions. -Use of the Present Progressive Tense: describing actions happening at or around the time of speaking. -Use of “Wh-questions”: Asking and answering about factual information in the present time with Wh-questions and with the pronouns we/you/they by using the Present Simple Tense and Present Progressive Tense. -Use of the Simple Present Tense vs the Present Progressive Tense: Comparing the descriptions of general truths, routines and habits by using the Simple Present Tense with actions happening at the present moment and/or around the current time by using the Present Progressive Tense. Target Social Language Expressions in Use: This tastes amazing! What a delicious meal! I’m full, but I can’t stop eating! You’re/ are good at/bad at cooking! Target Phonological Sounds in Use: Vowels: u: (/u/, /u:/) Consonants: t: (/t/, /ð/, /θ/); v: (/v/) *(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 Cıty & Country	Sub-themes: "Local and international food culture and food festivals in the city" Target Vocabulary in Use	**ENG.9.6.L1** Students can prepare and get ready for listening (to)/watching 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.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	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about "local and

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(with revisional vocabulary): Vocabulary for food events and festivals: Nouns: A cuisine, traditional (food), international (food), street food, a (food) fair, an international/ regional/ local dish, a feast. Vocabulary for food items: Nouns: Ingredients, cream, sweetcorn (corn-AmE), cereal, yoghurt (yogurt-AmE), seafood, salmon, beef, duck, tuna, a mushroom, a pineapple, a coconut, aubergine (eggplant-AmE), spinach, vinegar herbs, courgette (zucchini-AmE). Vocabulary for international dishes: Nouns: Turkish pizza (lahmacun), couscous, barbecue (barbeque-AmE), a lamb chop, a kebab (shish kebab), a stew, noodles, a curry, tacos, a falafel, an omelette (an omelet-AmE), a burger, a biscuit (cookie-AmE), pasta, dessert, soup. Adjectives: Spicy, salty, hot, sweet, sour, bitter, savoury (savory-AmE), juicy, creamy, tender, giant. Verbs: To taste, a stall, a (street) vendor, to crack (eggs), to stir, *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	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 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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". **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	international festivals which are held in the city, different kinds of food produced for such festivals, and local and international food culture" and present it to the class and receiving feedback about it. They can also write and design the content of a "food festival" programme content and then they present and apply it as an acting out activity by inviting other students as visitors or food presenters to the festival in class to present different food cultures, cuisines, dishes etc. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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 Language Grammatical in Use: -The Simple Present Tense with "or": (Is this a local or an international festival? This is a local festival in Türkiye.) -The Simple Present Tense with "Wh-question words": (What festival is this? It is the Orange Festival.) (What do you cook at the Orange Festival? We cook/make orange jam	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
				at the Orange Festival.) (Where is the Omelette Festival? It is in France. What do they cook? They cook omelette in a very big pan.) (What are the ingredients? The ingredients are eggs, milk, cheese, green peppers and mushrooms.) (How do they cook it? They put some milk, some eggs, and some mushrooms in a pan, they stir it and cook it.) -The Present Progressive Tense: (What are you cooking now? We are cooking orange cake now.) -The Simple Present Tense vs the Present Progressive Tense: (How do they serve it? They serve it with salad and bread but we're/are serving it with green pepper now.) Functions of Target Language Grammar in Use: -Use of "Or": Asking for options to help someone choose something by using the word "or". -Use of the Simple Present Tense: Describing habits, routines, regular and repeated actions. -Use of the Present Progressive Tense: describing actions happening at or around the time of speaking. -Use of "Wh-questions": Asking and answering about factual information in the present time with Wh-questions and with the pronouns we/you/they by using the Present Simple Tense and Present Progressive		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Tense. -Use of the Simple Present Tense vs the Present Progressive Tense: Comparing the descriptions of general truths, routines and habits by using the Simple Present Tense with actions happening at the present moment and/or around the current time by using the Present Progressive Tense. Target Social Language Expressions in Use: This tastes amazing! What a delicious meal! I'm full, but I can't stop eating! You're/ are good at/bad at cooking! Target Phonological Sounds in Use: Vowels: u: (/u/, /u:/) Consonants: t: (/t/, /ð/, /θ/); v: (/v/) *(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 Cıty & Country	Sub-themes: "Local and international food culture and food festivals in the city" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for food events and festivals: Nouns: A cuisine, traditional (food), international (food), street food, a (food) fair, an international/ regional/ local dish, a feast. Vocabulary for food items: Nouns: Ingredients, cream, sweetcorn (corn-AmE), cereal, yoghurt (yogurt-AmE), seafood, salmon, beef, duck, tuna,	**ENG.9.6.L1** Students can prepare and get ready for listening (to)/watching 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.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	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about "local and international festivals which are held in the city, different kinds of food produced for such festivals, and local and international food culture" and present it to the class and receiving feedback about it. They can also write and design the content of a "food festival" programme content and then they present and apply it as an acting out activity by inviting other students as visitors or food presenters to the festival in class to present different food cultures, cuisines, dishes etc. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				a mushroom, a pineapple, a coconut, aubergine (eggplant-AmE), spinach, vinegar herbs, courgette (zucchini-AmE). Vocabulary for international dishes: Nouns: Turkish pizza (lahmacun), couscous, barbecue (barbeque-AmE), a lamb chop, a kebab (shish kebab), a stew, noodles, a curry, tacos, a falafel, an omelette (an omelet-AmE), a burger, a biscuit (cookie-AmE), pasta, dessert, soup. Adjectives: Spicy, salty, hot, sweet, sour, bitter, savoury (savory-AmE), juicy, creamy, tender, giant. Verbs: To taste, a stall, a (street) vendor, to crack (eggs), to stir, *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	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". **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
				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 Language Grammatical in Use: -The Simple Present Tense with "or": (Is this a local or an international festival? This is a local festival in Türkiye.) -The Simple Present Tense with "Wh-question words": (What festival is this? It is the Orange Festival.) (What do you cook at the Orange Festival? We cook/make orange jam at the Orange Festival.) (Where is the Omelette Festival? It is in France. What do they cook? They cook omelette in a very big pan.) (What are the ingredients? The ingredients are eggs, milk, cheese, green peppers and mushrooms.) (How do they cook it? They put some milk, some eggs, and some mushrooms in a pan, they stir it and cook it.) -The Present Progressive Tense: (What are you		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				cooking now? We are cooking orange cake now.) -The Simple Present Tense vs the Present Progressive Tense: (How do they serve it? They serve it with salad and bread but we're/are serving it with green pepper now.) Functions of Target Language Grammar in Use: -Use of "Or": Asking for options to help someone choose something by using the word "or". -Use of the Simple Present Tense: Describing habits, routines, regular and repeated actions. -Use of the Present Progressive Tense: describing actions happening at or around the time of speaking. -Use of "Wh-questions": Asking and answering about factual information in the present time with Wh-questions and with the pronouns we/you/they by using the Present Simple Tense and Present Progressive Tense. -Use of the Simple Present Tense vs the Present Progressive Tense: Comparing the descriptions of general truths, routines and habits by using the Simple Present Tense with actions happening at the present moment and/or around the current time by using the Present Progressive Tense. Target Social Language Expressions in Use: This tastes amazing!		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				What a delicious meal! I'm full, but I can't stop eating! You're/ are good at/bad at cooking! Target Phonological Sounds in Use: Vowels: u: (/u/, /u:/) Consonants: t: (/t/, /ð/, /θ/); v: (/v/) *(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 Cıty & Country Theme 7: Lıfe In The World & Nature	Sub-themes: "Local and international food culture and food festivals in the city" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for food events and festivals: Nouns: A cuisine, traditional (food), international (food), street food, a (food) fair, an international/ regional/ local dish, a feast. Vocabulary for food items: Nouns: Ingredients, cream, sweetcorn (corn-AmE), cereal, yoghurt (yogurt-AmE), seafood, salmon, beef, duck, tuna, a mushroom, a pineapple, a coconut, aubergine (eggplant-AmE), spinach, vinegar herbs, courgette (zucchini-AmE). Vocabulary for international dishes: Nouns: Turkish pizza (lahmacun), couscous, barbecue (barbeque-AmE), a lamb chop, a kebab (shish kebab), a stew, noodles, a curry, tacos, a falafel, an omelette (an omelet-AmE), a burger, a biscuit (cookie-AmE), pasta,	**ENG.9.6.L1** Students can prepare and get ready for listening (to)/watching 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.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". **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".	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about "local and international festivals which are held in the city, different kinds of food produced for such festivals, and local and international food culture" and present it to the class and receiving feedback about it. They can also write and design the content of a "food festival" programme content and then they present and apply it as an acting out activity by inviting other students as visitors or food presenters to the festival in class to present different food cultures, cuisines, dishes etc. The assignment will be evaluated by using rubrics. PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about "endangered animals and their habitats and living conditions including where and how they live today and in the past, and ways to protect them from extinction" and present it to the class and receiving feedback about it. They write and design the content of a documentary film script and then they present and apply it as a film-showing event in class by inviting other students as protectors, activists, or people who give harm to endangered animals. The assignment will be evaluated by using rubrics. Ulusal Egemenlik ve Çocuk Bayramı

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				dessert, soup. Adjectives: Spicy, salty, hot, sweet, sour, bitter, savoury (savory-AmE), juicy, creamy, tender, giant. Verbs: To taste, a stall, a (street) vendor, to crack (eggs), to stir, *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	**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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **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,	(23 Nisan)

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 Language Grammatical in Use: -The Simple Present Tense with “or”: (Is this a local or an international festival? This is a local festival in Türkiye.) -The Simple Present Tense with “Wh-question words”: (What festival is this? It is the Orange Festival.) (What do you cook at the Orange Festival? We cook/make orange jam at the Orange Festival.) (Where is the Omelette Festival? It is in France. What do they cook? They cook omelette in a very big pan.) (What are the ingredients? The ingredients are eggs, milk, cheese, green peppers and mushrooms.) (How do they cook it? They put some milk, some eggs, and some mushrooms in a pan, they stir it and cook it.) -The Present Progressive Tense: (What are you cooking now? We are cooking orange cake now.) -The Simple Present Tense vs the Present Progressive Tense: (How do they serve it? They serve it with salad and bread but we’re/are serving it with green pepper now.) Functions of Target Language Grammar in Use: -Use of “Or”: Asking for options to help someone choose something by using the word “or”.	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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W5** Students can engage in the process of writing 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.W6** Students can reconstruct their writing about the current theme on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" 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
				-Use of the Simple Present Tense: Describing habits, routines, regular and repeated actions. -Use of the Present Progressive Tense: describing actions happening at or around the time of speaking. -Use of “Wh-questions”: Asking and answering about factual information in the present time with Wh-questions and with the pronouns we/you/they by using the Present Simple Tense and Present Progressive Tense. -Use of the Simple Present Tense vs the Present Progressive Tense: Comparing the descriptions of general truths, routines and habits by using the Simple Present Tense with actions happening at the present moment and/or around the current time by using the Present Progressive Tense. Target Social Language Expressions in Use: This tastes amazing! What a delicious meal! I’m full, but I can’t stop eating! You’re/ are good at/bad at cooking! Target Phonological Sounds in Use: Vowels: u: (/u/, /u:/) Consonants: t: (/t/, /ð/, /θ/); v: (/v/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.) Sub-themes: "Nature, endangered animals, their natural living conditions and habitats,		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				and protection of them" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for endangered animals: Nouns: A polar bear, a sea turtle, an Asian elephant, a tiger, a whale, a great white shark, a penguin, a panda, a dolphin, a chimpanzee, a cheetah. Vocabulary for their habitats: Nouns: Grasslands, rainforests, woodlands, jungles, oceans, deserts. Verbs: To need, to survive, to lessen, to breed, to hunt, to hide, to donate, to save, to protect, to produce, to prevent, to threaten, to reduce, to be at risk, to support, to affect. Other related vocabulary: Nouns: A shelter, a disease, a food source, wildlife, volunteer, overhunting, overfishing, sea/marine pollution, air pollution, habitat loss, safety, population, survival, existence. Adjectives: dedicated, renewable, illegal. *National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, "Eid al- Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)". *(Relevant language content and		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				(communicative) activities related to these national and religious days, festivals and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.) *Local Cultural, Social and Moral Considerations of the Theme In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-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: (Which animals are endangered? Leopards, cheetahs, elephants etc. are endangered animals.) (Where do endangered animals live? They live in their habitats.) (What are their habitats? Their habitats are oceans, deserts, woodlands etc.) (What are the reasons for their endangerment? Overhunting, water pollution, etc. are the reasons for their		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				endangerment.) -The Simple Past Tense with Verb “To be”: Was/ were; there was/there were (Affirmative, negative, and question forms): (What was the population of the leopards in the past? There were about 700.000 leopards in the world 50 years ago.) (What is the population of the leopard now? - There are about 250.000 leopards in the world today.) (What was the main habitat of leopards/elephants etc..? Their main habitat was the jungle.) (Where were the habitats of elephants? Their habitats were woodlands and forests.) (What were the habitats of endangered animals like 50 years ago? They were cleaner and safer etc. than they are today.) -Use of “should” as a modal verb: (What should we do to protect endangered animals? We should protect their habitats. We should reduce water/air pollution. We should create safe areas for them.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing facts, situations, and conditions in the past. -Use of the Simple Past Tense “Verb to be (Was/ were)”: Asking and answering for information at a specific time in the past. -Use of the Simple Past		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Tense “There was/There were”: Asking and answering about factual information and questioning the existence of things, people, and animals at a specific time in the past. -Use of the modal “Should”: Describing advice, recommendation (and expectation), describing obligation (and expectation). Target Social Language Expressions in Use: It’s too late! / It’s not too late! Every little bit helps! Spread the word! In safe hands! Target Phonological Sounds in Use: Diphthongs: ea: (/eə/), ee: /ə/Consonants: w: (/w/); x: (/ks/) *(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 The World & Nature	Sub-themes: "Nature, endangered animals, their natural living conditions and habitats, and protection of them" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for endangered animals: Nouns: A polar bear, a sea turtle, an Asian elephant, a tiger, a whale, a great white shark, a penguin, a panda, a dolphin, a chimpanzee, a cheetah. Vocabulary for their habitats: Nouns: Grasslands, rainforests, woodlands, jungles, oceans, deserts. Verbs: To need, to survive, to lessen, to	**ENG.9.7.L1** Students can prepare and get ready for listening (to)/watching 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.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".	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about "endangered animals and their habitats and living conditions including where and how they live today and in the past, and ways to protect them from extinction" and present it to the class and receiving feedback about it. They write and design the content of a documentary film script and then they present and apply it as a film-showing event in class by inviting other students as protectors, activists, or people who give harm to endangered animals. The assignment will be evaluated by using rubrics. Kût'ül Amâre Zaferi (29 Nisan)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				breed, to hunt, to hide, to donate, to save, to protect, to produce, to prevent, to threaten, to reduce, to be at risk, to support, to affect. Other related vocabulary: Nouns: A shelter, a disease, a food source, wildlife, volunteer, overhunting, overfishing, sea/marine pollution, air pollution, habitat loss, safety, population, survival, existence. Adjectives: dedicated, renewable, illegal. *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,	**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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W5** Students can engage in the process of writing 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.W6** Students can reconstruct their writing about the current theme on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" 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
				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: (Which animals are endangered? Leopards, cheetahs, elephants etc. are endangered animals.) (Where do endangered animals live? They live in their habitats.) (What are their habitats? Their habitats are oceans, deserts, woodlands etc.) (What are the reasons for their endangerment? Overhunting, water pollution, etc. are the reasons for their endangerment.) -The Simple Past Tense with Verb "To be": Was/ were; there was/there were (Affirmative, negative, and question forms): (What was the population of the leopards in the past? There were about 700.000 leopards in the world 50 years ago.) (What is the population of the leopard now? - There are about 250.000 leopards in the world today.) (What was the main habitat of leopards/elephants etc..? Their main habitat		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				was the jungle.) (Where were the habitats of elephants? Their habitats were woodlands and forests.) (What were the habitats of endangered animals like 50 years ago? They were cleaner and safer etc. than they are today.) -Use of “should” as a modal verb: (What should we do to protect endangered animals? We should protect their habitats. We should reduce water/air pollution. We should create safe areas for them.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing facts, situations, and conditions in the past. -Use of the Simple Past Tense “Verb to be (Was/ were)”: Asking and answering for information at a specific time in the past. -Use of the Simple Past Tense “There was/There were”: Asking and answering about factual information and questioning the existence of things, people, and animals at a specific time in the past. -Use of the modal “Should”: Describing advice, recommendation (and expectation), describing obligation (and expectation). Target Social Language Expressions in Use: It’s too late! / It’s not too late! Every little bit helps! Spread the word! In safe hands! Target Phonological		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Sounds in Use: Diphthongs: ea: (/eə/), ee: /ɪ ə/Consonants: w: (/w/); x: (/ks/) *(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 The World & Nature	Sub-themes: "Nature, endangered animals, their natural living conditions and habitats, and protection of them" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for endangered animals: Nouns: A polar bear, a sea turtle, an Asian elephant, a tiger, a whale, a great white shark, a penguin, a panda, a dolphin, a chimpanzee, a cheetah. Vocabulary for their habitats: Nouns: Grasslands, rainforests, woodlands, jungles, oceans, deserts. Verbs: To need, to survive, to lessen, to breed, to hunt, to hide, to donate, to save, to protect, to produce, to prevent, to threaten, to reduce, to be at risk, to support, to affect. Other related vocabulary: Nouns: A shelter, a disease, a food source, wildlife, volunteer, overhunting, overfishing, sea/marine pollution, air pollution, habitat loss, safety, population, survival, existence. Adjectives: dedicated, renewable, illegal. *National and religious days, festivals and celebrations: “29 October Republic	**ENG.9.7.L1** Students can prepare and get ready for listening (to)/watching 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.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	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about "endangered animals and their habitats and living conditions including where and how they live today and in the past, and ways to protect them from extinction" and present it to the class and receiving feedback about it. They write and design the content of a documentary film script and then they present and apply it as a film-showing event in class by inviting other students as protectors, activists, or people who give harm to endangered animals. The assignment will be evaluated by using rubrics.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				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: -The Simple Present Tense: (Which animals are endangered? Leopards, cheetahs, elephants etc.	model(s) provided. **ENG.9.7.W4** Students can practise producing written content based on the current theme "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W5** Students can engage in the process of writing 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.W6** Students can reconstruct their writing about the current theme on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" 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
				are endangered animals.) (Where do endangered animals live? They live in their habitats.) (What are their habitats? Their habitats are oceans, deserts, woodlands etc.) (What are the reasons for their endangerment? Overhunting, water pollution, etc. are the reasons for their endangerment.) -The Simple Past Tense with Verb “To be”: Was/ were; there was/there were (Affirmative, negative, and question forms): (What was the population of the leopards in the past? There were about 700.000 leopards in the world 50 years ago.) (What is the population of the leopard now? - There are about 250.000 leopards in the world today.) (What was the main habitat of leopards/elephants etc..? Their main habitat was the jungle.) (Where were the habitats of elephants? Their habitats were woodlands and forests.) (What were the habitats of endangered animals like 50 years ago? They were cleaner and safer etc. than they are today.) -Use of “should” as a modal verb: (What should we do to protect endangered animals? We should protect their habitats. We should reduce water/air pollution. We should create safe areas for them.) Functions of the Target		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Grammatical Structures in Use: -Use of the Simple Present Tense: Describing facts, situations, and conditions in the past. -Use of the Simple Past Tense “Verb to be (Was/ were)”: Asking and answering for information at a specific time in the past. -Use of the Simple Past Tense “There was/There were”: Asking and answering about factual information and questioning the existence of things, people, and animals at a specific time in the past. -Use of the modal “Should”: Describing advice, recommendation (and expectation), describing obligation (and expectation). Target Social Language Expressions in Use: It’s too late! / It’s not too late! Every little bit helps! Spread the word! In safe hands! Target Phonological Sounds in Use: Diphthongs: ea: (/eə/), ee: /ɪə/Consonants: w: (/w/); x: (/ks/) *(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 The World & Nature	Sub-themes: "Nature, endangered animals, their natural living conditions and habitats, and protection of them" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for endangered animals:	**ENG.9.7.L1** Students can prepare and get ready for listening (to)/watching 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.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	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about "endangered animals and their habitats and living conditions including where and how they live today and in the past, and ways to protect them from extinction" and present it to the class and receiving feedback about it. They write

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Nouns: A polar bear, a sea turtle, an Asian elephant, a tiger, a whale, a great white shark, a penguin, a panda, a dolphin, a chimpanzee, a cheetah. Vocabulary for their habitats: Nouns: Grasslands, rainforests, woodlands, jungles, oceans, deserts. Verbs: To need, to survive, to lessen, to breed, to hunt, to hide, to donate, to save, to protect, to produce, to prevent, to threaten, to reduce, to be at risk, to support, to affect. Other related vocabulary: Nouns: A shelter, a disease, a food source, wildlife, volunteer, overhunting, overfishing, sea/marine pollution, air pollution, habitat loss, safety, population, survival, existence. Adjectives: dedicated, renewable, illegal. *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	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 the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". **ENG.9.7.W5** Students can engage in the process of writing 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.W6** Students can reconstruct their writing about the current theme on "life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them" 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	and design the content of a documentary film script and then they present and apply it as a film-showing event in class by inviting other students as protectors, activists, or people who give harm to endangered animals. The assignment will be evaluated by using rubrics.

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: -The Simple Present Tense: (Which animals are endangered? Leopards, cheetahs, elephants etc. are endangered animals.) (Where do endangered animals live? They live in their habitats.) (What are their habitats? Their habitats are oceans, deserts, woodlands etc.) (What are the reasons for their endangerment? Overhunting, water pollution, etc. are the reasons for their endangerment.) -The Simple Past Tense with Verb "To be": Was/ were; there was/there were (Affirmative, negative, and question forms):	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
				(What was the population of the leopards in the past? There were about 700.000 leopards in the world 50 years ago.) (What is the population of the leopard now? - There are about 250.000 leopards in the world today.) (What was the main habitat of leopards/elephants etc..? Their main habitat was the jungle.) (Where were the habitats of elephants? Their habitats were woodlands and forests.) (What were the habitats of endangered animals like 50 years ago? They were cleaner and safer etc. than they are today.) -Use of “should” as a modal verb: (What should we do to protect endangered animals? We should protect their habitats. We should reduce water/air pollution. We should create safe areas for them.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing facts, situations, and conditions in the past. -Use of the Simple Past Tense “Verb to be (Was/were)”: Asking and answering for information at a specific time in the past. -Use of the Simple Past Tense “There was/There were”: Asking and answering about factual information and questioning the existence of things, people, and animals at a		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				specific time in the past. -Use of the modal "Should": Describing advice, recommendation (and expectation), describing obligation (and expectation). Target Social Language Expressions in Use: It's too late! / It's not too late! Every little bit helps! Spread the word! In safe hands! Target Phonological Sounds in Use: Diphthongs: ea: (/eə/), ee: /ɪə/Consonants: w: (/w/); x: (/ks/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
32	17–21 Mayıs	4	Theme 8: Lıfe In The Unıverse&future-	Sub-themes: "Films, film genres, futuristic films with futuristic ideas, and technology" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for film genres: Nouns: Film (movie-AmE), comedy, action, cartoon (animated-AmE), romantic (romance-AmE), family film, adventure, science fiction, detective film, historical film, thriller, mystery, horror, musical, documentary, biographical, crime, martial arts. Vocabulary for futuristic film genres: Nouns: Space adventure, robots, alien invasion, time travel, time loop, space exploration, adventure, superheroes, science (sci-fi) fantasy, an invention, a discovery, a survival, an actor, an actress, a director, a	**ENG.9.8.L1** Students can prepare and get ready for listening (to)/watching 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.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	PERFORMANCE ASSIGNMENT:They write and design the content of a futuristic film script and then they present and apply it as a film-showing event in class by inviting other students as actors, actresses, directors etc. The assignment will be evaluated by using rubrics. Atatürkü Anma ve Gençlik ve Spor Bayramı (19 Mayıs)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				crew, virtual reality, a myth. Verbs: To discover, to explore, to invent, to adapt, to control, to be into sth. Adjectives: Futuristic, robotic, artificial, virtual, technological, horrific, world-saving, legendary, global, optimistic, intelligent, epic. *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	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.	

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. Background Grammatical Structures in Use: -The Simple Present Tense: (Adventure films show exciting places and happening.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Simple Future Tense (Positive, negative, Interrogative): (What (do you think) will happen in the future? (I think) robots will help people in the future.		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				People will travel to other planets. Scientists will invent new machines to explore space. Time travellers will change history. People will live in virtual reality worlds.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing events and happenings (in films). -Use of the Simple Future Tense: Describing predictions, expressing what speakers believe and expect, explaining speakers' opinions or guesses about the future, describing advice, recommendations (and expectations). Target Social Language Expressions in Use: This (film) is a breath of fresh air! This (film) is not my cup of tea! I'm not brave enough to watch this! What's next? Target Phonological Sounds in Use: Diphthong: o, oe, owoa, ou, eau: /əʊ / Consonants: y: (/j/, /i/; z: (/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&future Evaluatıon	Sub-themes: "Films, film genres, futuristic films with futuristic ideas, and technology" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for film genres: Nouns: Film (movie-AmE), comedy, action, cartoon (animated-AmE), romantic (romance-	**ENG.9.8.L1** Students can prepare and get ready for listening (to)/watching 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.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	PERFORMANCE ASSIGNMENT:They write and design the content of a futuristic film script and then they present and apply it as a film-showing event in class by inviting other students as actors, actresses, directors etc. The assignment will be evaluated by using rubrics. İstanbulu'un Fethi (29 Mayıs)

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				AmE), family film, adventure, science fiction, detective film, historical film, thriller, mystery, horror, musical, documentary, biographical, crime, martial arts. Vocabulary for futuristic film genres: Nouns: Space adventure, robots, alien invasion, time travel, time loop, space exploration, adventure, superheroes, science (sci-fi) fantasy, an invention, a discovery, a survival, an actor, an actress, a director, a crew, virtual reality, a myth. Verbs: To discover, to explore, to invent, to adapt, to control, to be into sth. Adjectives: Futuristic, robotic, artificial, virtual, technological, horrific, world-saving, legendary, global, optimistic, intelligent, epic. *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	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. **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
				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. Background Grammatical Structures in Use: -The Simple Present Tense: (Adventure films show exciting places and happening.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Simple Future Tense (Positive, negative, Interrogative): (What (do you think) will happen in the future? (I think) robots will help people in the future. People will travel to other planets. Scientists will invent new machines to explore space. Time travellers will change history. People will live in virtual reality worlds.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing events and happenings (in films). -Use of the Simple Future Tense: Describing predictions, expressing what speakers believe and expect, explaining speakers' opinions or guesses about the future, describing advice, recommendations (and expectations). Target Social Language Expressions in Use: This (film) is a breath of fresh air! This (fılm) is not my cup of tea! I'm not brave enough to watch this! What's next? Target Phonological Sounds in Use: Diphthong: o, oe, owoa, ou, eau: /əʊ/ Consonants: y: (/j/, /i/; z: (/z/)		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)		
34	31 Mayıs – 4 Haziran	4	Theme 8: Lıfe In The Unıverse & Future	Sub-themes: “Films, film genres, futuristic films with futuristic ideas, and technology” Target Vocabulary in Use (with revisional vocabulary): Vocabulary for film genres: Nouns: Film (movie-AmE), comedy, action, cartoon (animated-AmE), romantic (romance-AmE), family film, adventure, science fiction, detective film, historical film, thriller, mystery, horror, musical, documentary, biographical, crime, martial arts. Vocabulary for futuristic film genres: Nouns: Space adventure, robots, alien invasion, time travel, time loop, space exploration, adventure, superheroes, science (sci-fi) fantasy, an invention, a discovery, a survival, an actor, an actress, a director, a crew, virtual reality, a myth. Verbs: To discover, to explore, to invent, to adapt, to control, to be into sth. Adjectives: Futuristic, robotic, artificial, virtual, technological, horrific, world-saving, legendary, global, optimistic, intelligent, epic. *National and religious days, festivals and celebrations: “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May	**ENG.9.8.L1** Students can prepare and get ready for listening (to)/watching 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.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	PERFORMANCE ASSIGNMENT:They write and design the content of a futuristic film script and then they present and apply it as a film-showing event in class by inviting other students as actors, actresses, directors etc. The assignment will be evaluated by using rubrics.

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. Background Grammatical Structures in Use: -The Simple Present Tense: (Adventure films show exciting places and happening.) *About "Background Grammatical Structures in Use":	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
				The “Background Grammatical Structures” in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of “Target Grammatical Structures” without being explicitly taught. These structures are not considered “Target Grammatical Structures” themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Simple Future Tense (Positive, negative, Interrogative): (What (do you think) will happen in the future? (I think) robots will help people in the future. People will travel to other planets. Scientists will invent new machines to explore space. Time travellers will change history. People will live in virtual reality worlds.) Functions of the Target Grammatical Structures in Use: -Use of the Simple Present Tense: Describing events and happenings (in films). -Use of the Simple Future Tense: Describing predictions, expressing what speakers believe		

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				and expect, explaining speakers' opinions or guesses about the future, describing advice, recommendations (and expectations). Target Social Language Expressions in Use: This (film) is a breath of fresh air! This (film) is not my cup of tea! I'm not brave enough to watch this! What's next? Target Phonological Sounds in Use: Diphthong: o, oe, owoa, ou, eau: /əʊ / Consonants: y: (/j/, /i/; z: (/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 & Future	Sub-themes: "Films, film genres, futuristic films with futuristic ideas, and technology" Target Vocabulary in Use (with revisional vocabulary): Vocabulary for film genres: Nouns: Film (movie-AmE), comedy, action, cartoon (animated-AmE), romantic (romance-AmE), family film, adventure, science fiction, detective film, historical film, thriller, mystery, horror, musical, documentary, biographical, crime, martial arts. Vocabulary for futuristic film genres: Nouns: Space adventure, robots, alien invasion, time travel, time loop, space exploration, adventure, superheroes, science (sci-fi) fantasy, an invention, a discovery, a survival, an actor, an	**ENG.9.8.L1** Students can prepare and get ready for listening (to)/watching 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.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,	PERFORMANCE ASSIGNMENT:They write and design the content of a futuristic film script and then they present and apply it as a film-showing event in class by inviting other students as actors, actresses, directors etc. The assignment will be evaluated by using rubrics.

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				actress, a director, a crew, virtual reality, a myth. Verbs: To discover, to explore, to invent, to adapt, to control, to be into sth. Adjectives: Futuristic, robotic, artificial, virtual, technological, horrific, world-saving, legendary, global, optimistic, intelligent, epic. *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	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.	

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				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. Background Grammatical Structures in Use: -The Simple Present Tense: (Adventure films show exciting places and happening.) *About "Background Grammatical Structures in Use": The "Background Grammatical Structures" in this section are not only revisional but also serve as contextual support and contribute to meaning-making. They are intended to be used within the theme to help students grasp the meaning of the language constructed through the use of "Target Grammatical Structures" without being explicitly taught. These structures are not considered "Target Grammatical Structures" themselves rather they function as a part of the facilitation process, supporting both the target forms and the contexts in which they are used. They provide opportunities for learning through revised and scaffolded language. Target Grammatical Structures in Use: -The Simple Future Tense (Positive, negative, Interrogative): (What (do you think) will happen in the future? (I think) robots will help		

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36	14–18 Haziran					
37	21–25 Haziran					

Kaynak: MEB İNGİLİZCE - 2026-2027 HAZIRLIK SINIFI BULUNMAYAN LİSESİ 9,10,11, 12. SINIF 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.